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ABSTRACT

Two guides are presented for the development and teaching of political/legal education based on a model designed by the Institute for Political and Legal Education (IPLE) in New Jersey. IPLE has developed curriculum materials and community study projects to instruct secondary students in the political, governmental, and legal processes. One part of this document is a lengthy guide for implementation of the IPLE program. Designed for teachers and administrators, the guide carefully explains IPLE curriculum objectives; teacher, student, and community roles; classroom teaching methods (i.e., case studies, values clarification strategies, mock trials); use of the community as an outside resource; how to set up a model congress; student evaluation methods; public relations for school programs related to IPLE; teacher-training workshops; and how to write grant proposals and seek foundation support. The second part of this document is a teacher's manual for a junior-high level legal education program called "Law in Action." Designed to provide participatory learning in the principles and realities of the legal system, the program emphasizes decision-making skills, value formation, and legal knowledge. The manual outlines program content, objectives, and materials, teaching methods, use of audiovisual materials, field trips, community involvement projects, testing, teacher workshops, newsletters, and teacher resources. (AV)

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APPROACHES TO POLITICAL/LEGAL EDUCATION:

AN IMPLEMENTATION GUIDE FOR TEACHERS AND TRAINERS

prepared by

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INSTITUTE FOR POLITICAL AND LEGAL EDUCATION

JUNE, 1977

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On behalf of the Department of Education, State of New Jersey, I wish to bring the Institute for Political and Legal Education to the attention of educators throughout the nation. The program has made a significant contribution to the education of high school students about the American political, governmental, and legal process and thus should be of interest to educators, parents, and students.

Fred G. Burke

Dr. Fred G. Burke
Commissioner of Education
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ACKNOWLEDGEMENT

The Institute for Political and Legal Education would like to express its deep appreciation to Mr. John Esty and the Rockefeller Family Fund for their financial support in making this publication possible. In 1976, the Rockefeller Family Fund recognized the need to develop a "turnkey" training manual and workshop model to equip educators with the necessary guidance for training teachers and disseminating the IPLE program in their own states. Their generosity provided the funds which enabled the Institute to complete this important project and conduct its first turnkey training workshop in Atlanta, Georgia, February 14-18, 1977 for participants from several southern states.

APPROACHES TO POLITICAL/LEGAL EDUCATION:

AN IMPLEMENTATION GUIDE

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PREFACE

THE IPLE PROGRAM

I. NEED FOR POLITICAL AND LEGAL EDUCATION

A new constituency has been created in America following ratification of the 26th Amendment to the United States Constitution which lowers the voting age to eighteen.

Surveys across the nation of students approaching the age of eighteen have revealed similar and disappointing results. The majority of high school students do not know their local, state, or federal representatives; do not know how to register to vote; do not understand the Bill of Rights; and express disillusionment and frustration with the system.

There is a strong need for an awareness and understanding of the political, governmental, and legal process. The logical approach for correcting the situation is education within the school system.

II. FUNCTION AND METHODS

The function of the Institute for Political and Legal Education (IPLE) is to provide a program to instruct secondary level students in the political, governmental, and legal process. Through the IPLE program, students demonstrate a significant positive increase in their knowledge and reveal an inclination to participate actively in the political process and law-related fields.

A unique feature of the program lies in the view of the total community as a classroom since it attempts to utilize all resources in the community and State as a real and practical base for learning. Students are out of school approximately thirty-five days per school year, involved in field study and interning. Working in the community provides students, through experiential learning, an opportunity to apply the skills acquired in the classroom. This can be accomplished at the local, county, and/or state levels.

Through surveys, problem solving, issue analysis, research, simulations, field study, and interning, students acquire the ability to initiate projects which affect their community in a positive manner.

The key to IPLE's popularity with students, teachers, administrators, and community leaders is its foundation in the real world of political action. Students do not watch an election from the sidelines – they are a part of it! They do not memorize the names of Supreme Court Justices – they actually see the court system in action!

III. CURRICULUM AND ACTIVITIES

The year-long curriculum is subdivided into several areas of concentration, alterable by the interests and selections of the students and teacher. An integrated combination of innovative informational and instructional manuals is utilized within each unit of study, along with simulation games, surveys, projects, audio/visual materials, and relevant interning. In addition, individual classroom, regional, and state-wide training conducted by professional experts provides participants with training in methods for using the curriculum.

The *Voter Education* unit includes the process of issue analysis, canvassing, and registration with insights into media publicity/propaganda techniques, and election strategies. Voting reform, rights and procedures, party structure, and the electoral college are examined intensively. An optional political assembly and simulated election are highlighted with historical review, candidate speakers, and local party campaigning. Activities which are encouraged during the unit include a voter registration drive in and out of school; campaigning for actual candiates (working in campaign headquarters, telephone canvassing, doot-to-door canvassing); working as challengers at an election; organizing transportation and/or babysitting for election; and conducting survey polls for election in and out of school.

The *Government: The Decision-Making Process* unit examines the structure and function of the state, county, and local levels related to issues such as environment, housing, and transportation. Included are policy formation, lobbying, media techniques, sociological surveying, and value orientation. Simulation games are used for the purpose of demonstrating to the student the decision-making process of governmental bodies. In addition, students learn the operation of the intergovernmental communication and are provided with a practical knowledge of labor-management relations. Student awareness of the passage of laws not only is experienced in out-of-school interning at the State Legislature and/or a professional lobbyist's office but also is simulated at a three-day Model Congress.

The *Individual Rights: Rights of the Accused/Freedom of Expression* unit concentrates on the foundation of law, criminal procedures and the laws and court decisions which protect the rights of the accused and the freedom of expression. Case studies are presented in which students analyze historical court decisions. Students are encouraged to formulate their own law, evaluate its precision, jurisdiction, limits of enforcement, and possible alternatives. Included are simulation activities, role play, field study and interning possibilities, as well as value strategies.

The *Individual Rights: Fair Trial vs. Free Press* unit is similar in format, activities and methods suggested in *Rights of the Accused/Freedom of Expression.* This unit concentrates on those cases which dramatize the difficulty of reconciling two basic constitutionally guaranteed rights: a fair trial and a free press.

IV. DEVELOPMENT AND VALIDATION

The Institute for Political and Legal Education was developed through the cooperative efforts of the Institute staff, educators in local New Jersey districts,

and the staff of the Office of Program Development, Division of Research, Planning, and Evaluation/Field Services, the Department of Education, State of New Jersey. The political and legal materials were developed between 1971 and 1974 with funding from the Elementary and Secondary Education Act, Title III.

In 1974 the political education program was validated as successful, cost-effective, and exportable by the standards and guidelines of the United States Office of Education. As a result, the program is now funded through ESEA, Title IVc, as a demonstration site to provide dissemination materials and services to interested educators.

INTRODUCTION

This teacher/trainer guide is designed to train educators in methods and procedures for implementing the IPLE school program in political and legal education. The emphasis throughout this manuel is on the "how-to's" – specific information and techniques proven effective by staff and teachers involved in the institute program. This guide is intended to accompany the IPLE curriculum manuals and supplementary materials in voter education, government decision-making, and individual rights. These manuals have furnished some of the examples included as well as the specific curriculum objectives contained in Chapter I. Material in this guide has also been drawn from other worthwhile projects, and the guidelines and objectives are applicable to most law-focused programs on a 6th-12th grade basis.

This publication can also be used independently as a textbook for organizaing and carrying out a high school program in citizenship and/or legal education which is activity-oriented and community-based. For the classroom teacher, it provides suggestions on a variety of teaching methods and evaluation procedures, strategies for building intra-school and community support for a program like IPLE, guidelines for using outside resources, internships, a model congress, and related activities. For the administrator or coordinator of such a program, this manual provides additional material on organizing one-day or week-long teacher and student workshops, guidelines for public relations, suggestions for writing grant proposals and securing outside funding support, and a variety of other resource material. For those individuals who will be trained as "turnkey trainers" for other teachers, the entire manual has applicability. Trainers must not only be familiar with the classroom teaching methods of role-playing simulations and case studies, but must also know how to effectively demonstrate these techniques in a training session. Furthermore, the same guidelines for classroom activities, such as the use of outside resource people, apply equally well to teacher-training workshop activities, when the same individuals are invited to participate.

Available as an appendix to this manual is a teacher guide for the Law in Action Series, a curriculum for grades 5-9. Developed by the St. Louis Law Project, the program is currently part of the on-going developmental component of IPLE in law-related education. In its emphasis on classroom activities, use of outside resources, and community involvement, the St. Louis program provides an excellent complement to IPLE for the middle school grades.

The book represents the efforts of literally hundreds of individuals, since it includes material developed and modified over several years by the Institute staff, and IPLE teachers and students from New Jersey and other states. Special credit, nonetheless, is due to the following people: IPLE teachers Reno Domenico, Camden (N.J.) High School, and Ed Munley, Phillipsburg (N.J.) High School for submitting material specifically directed to the classroom teacher; Linda Riekes and Sally Mahe Ackerly, coordinators of the St. Louis Law Project, for the teacher manual on their program; and Dr. Lillian White-Stevens of the New Jersey Department of Education for her expert final editing of the entire manuscript.

It is our hope that this manual will meet the demonstrated need for such a "how-to" teacher/trainer guidebook, and we welcome comments and feedback from readers as to its usefulness and suggestions as to its improvement.

– John F. Khanlian

CHAPTER I
IPLE CURRICULUM OBJECTIVES

This section of the manual provides the teacher with a systematic listing of important goals of the entire IPLE curriculum, as it is described in the four resource guides: VOTER EDUCATION; GOVERNMENT: THE DECISION-MAKING PROCESS; INDIVIDUAL RIGHTS; and FAIR TRIAL v. FREE PRESS. These goals are not written in strictly behavioral (measureable) terms, nor do they represent an all-inclusive compilation of every objective of the program. Rather, they serve to provide the teacher, school administrators, and interested educators with a good overview of the major student goals, anticipated student knowledge, skills and competencies, and significant projected activities of the IPLE curriculum.

VOTER EDUCATION

BROAD CURRICULUM OBJECTIVES

The purpose of the Voter Education Unit is that:

1. students know the names of candidates and the offices for which they are running in the primary, municipal, school, and general elections.
2. students define and understand the terminology of the electoral process.
3. students understand the basic trends and sequences underlying the historical development of the American political system.
4. students participate in, and conduct, a voter registration drive.
5. students organize and implement a permanent voter education organization in the school.
6. students acquire the ability to analyze and understand the structure of local, state, and national political parties.
7. students compare and contrast the party platforms of the political parties.
8. students evaluate the candidates and make personal judgments on their competence.
9. students evaluate the success or failure of the political system related to the electoral process.
10. students intern in campaign activities of political parties.
11. students intern in Election Day activities.
12. students analyze the role of the media in modern political life.
13. students acquire the capability of supplying information to the community-at-large on the candidates, issues, and Election Day activities.
14. students conduct a candidates' night for the benefit of the larger community.
15. students register and vote when they reach the age of eligibility.
16. students analyze and evaluate the Electoral College system of presidential selection.
17. students develop leadership qualities through involvement in the various activities related to Voter Education.

SPECIFIC OBJECTIVES

Voter Registration Drive

1. students develop a working knowledge of the laws, procedures, and requirements for voter registration.
2. students develop skills in "targeting" their local community in order to conduct a successful voter registration drive.
3. students role-play campaign procedures (e.g., telephoning, precinct canvassing) to prepare for actual activities.
4. students conduct a voter registration drive for the eligible student population of the school and/or community.
5. students analyze and make judgments about the attitudes and feelings of the American electorate.

Election Information/Issue Analysis Center

1. students identify the offices and candidates in the election.
2. students establish and operate an election information center and issue analysis center.
3. students list and identify important international, national, state, and local issues in the campaign.
4. students compare and contrast the opposing viewpoints on important international, national, state, and local issues.
5. students formulate logical, informed opinions on such issues.

Simulated Election

1. students simulate the principal components of a general election, i.e., voter registration, political party organization, campaign techniques, a Board of Elections, and the actual voting process.
2. students use a voting machine.
3. students develop a "party platform."

Political Education Assembly/Candidates Night

1. students schedule and conduct an assembly and/or community candidates night at which candidates for office will speak.
2. all students become aware of the candidates and issues in an upcoming election.

3. students assist in making the community aware of the candidates and issues in an upcoming election.

Campaign Involvement

1. students actively work in, and evaluate, the political campaign of the party of their choice.
2. students keep logs describing their campaign involvement, report periodically to the class, and compare experiences.
3. students analyze the impact of the various media on the election process.

Voter Education Information Retrieval

1. students know and analyze the statutes governing the electoral process in their state.
2. students describe the Electoral College process of presidential selections.
3. students can identify the arguments for and against abolition of the Electoral College.
4. students can know the relationship of local, county, state, and national political party organizations.
5. students can list the functions of a local, county, and state committeeman or committeewoman.

GOVERNMENT: THE DECISION-MAKING PROCESS

BROAD CURRICULUM OBJECTIVES

The purpose of the Government: The Decision-Making Process unit is that:

1. students develop a working knowledge of state, county, and local government.
2. students can draw the relationship between the various structures of government and themselves.
3. students investigate and evaluate firsthand the opinions and viewpoints of their community on issues the students consider important.
4. students analyze and evaluate the role of the various media for the governmental process.
5. students analyze government as a decision-making process.
6. students analyze the influence of pressure groups on the legislative and governmental process.
7. students identify the role of lobbyists and their function.
8. students analyze and evaluate the legislative process.
9. students participate in a model congress.
10. students intern in a government office for the purpose of gaining firsthand experience in the decision-making process.
11. students participate in various simulations dealing with the decision-making process.

SPECIFIC OBJECTIVES

Interning

1. students experience the daily routine of government.
2. students analyze and evaluate firsthand the decision-making process.
3. students clarify their values.
4. students develop initiative and self-discipline.
5. students share their unique internship experiences with their fellow students.

Community Research

1. students understand the process of collecting and assessing accurate, significant data.
2. students identify the effect community research can have on the decision-making process.
3. students become actively involved in community affairs through identification of a local issue worthy of intensive study.
4. students develop skills in preparing effective survey questionnaires.
5. students develop observation and questioning skills.
6. students learn to organize, record, and analyze the data they collect.
7. students make the social research results available to the appropriate governmental bodies.

Lobbying and Influence

1. students define and identify pressure groups.
2. students become capable of identifying and defining the function of lobbyists.
3. students participate in an introductory role-playing exercise on lobbying.
4. students identify good lobbying techniques.
5. students themselves lobby for an issue of their choice.
6. students know and list the laws and procedures regulating lobbyists.
7. students meet with and question lobbyists from various organizations.

Lobbying Game

1. students experience the actual pressures exerted upon legislators by lobbyists at the national level, through participation in role-playing simulation.
2. students develop simple parliamentary debating skills.

Legislative Process

1. students list and identify the structure and organization of the state legislature.
2. students know how a bill becomes a law, identifying

the important points at which leverage or influence can be applied by lobbying.

3. students compare and make personal judgments on their own state legislators.
4. students identify, analyze, and evaluate important pieces of pending legislation before the state legislature.

Model Congress

1. students experience the actual roles of Senators and Representatives at the national legislative level by participating in mock legislature.
2. students research, write, present, and debate a piece of legislation of their choosing.
3. students analyze and evaluate the strengths, weaknesses, and particular characteristics of the legislative process.
4. students appreciate, exchange, and relate the viewpoints and attitudes of students from backgrounds and perspectives different from their own.
5. students extrapolate, from their model congress experience, observations and patterns that can be related to the actual Congress.

County Government

1. students can categorize and comprehend the nature and relationship of county government to the overall governmental structure.

Local Government

1. students identify the type and structure of their local government.
2. students comprehend the integral and basic relationship of local government to the whole governmental structure.

Blancaville Simulation

1. students participate in concerted group action in pursuit of a goal, in a simulated situation.
2. students come to understand that local citizens may use a variety of methods (political pressure, compromise, court injunction) to postpone or stop actions they consider detrimental to their community.
3. students describe the various intergovernmental relationships and responsibilities (federal-state-local) in the area of housing.

INDIVIDUAL RIGHTS

BROAD CURRICULUM OBJECTIVES

The purpose of the Individual Rights unit is that:

1. students are introduced to the concept of legal education in schools, with emphasis on its importance.
2. students are provided a basic foundation for the study of our legal system and other law-related issues.
3. students identify and analyze the individual rights and their accompanying responsibilities delineated in the Bill of Rights.
4. students develop an understanding of the need for judicial protection of fundamental freedoms and individual rights.
5. students learn issues, problems, and laws relevant to the concepts of freedom of expression and rights of the accused.
6. students analyze and evaluate critical landmark U.S. Supreme Court cases that define rights of the accused and freedom of expression.
7. students analyze and evaluate the process of appeal to the U.S. Supreme Court.
8. students can list and apply the basic elements of legal case study, i.e., facts, issues, decisions, and opinions.
9. students become exposed to issues of controversy which develop their ability to question and investigate unexamined premises and develop their critical thinking.
10. students clarify their opinions on controversial legal issues.
11. students are provided methods and strategies which will stimulate their positive involvement in class and in relation to the legal system.
12. students take part in mock trials, moot courts, and other law-related role-playing simulations and evaluate the results in relationship to the Bill of Rights.
13. students observe actual courtroom trials as well as observe first-hand other aspects of the law enforcement and justice system.
14. students analyze and evaluate the judicial branch of government and the criminal justice system.

SPECIFIC OBJECTIVES

Foundation of Law

1. students are provided a foundation for law studies.
2. students understand the necessity for all members of our society to have a basic knowledge of our legal system.
3. students are introduced to basic legal terminology.
4. students are introduced to the topic of individual rights.

5. students understand the necessity for judicial protection of fundamental freedoms and individual rights.
6. students understand the role of judicial precedence in our legal system.

Rights of the Accused

1. students become familiar with some of the fundamental issues concerning rights of the accused.
2. students become aware of a major problem confronting our legal system: the desire to apprehend, convict, and punish offenders versus the necessity to maintain and protect the rights of the accused.
3. students become familiar with the major legal rights of the accused that are protected by law, through these covered topics:
   a. search and seizure
   b. right to a speedy trial
   c. right to counsel
   d. "Miranda" rights
   e. right to an impartial jury and an impartial judge
   f. right to confront and cross-examine witnesses
   g. right to be able to call witnesses on his/her behalf
   h. right against self-incrimination
4. students become familiar with several cases which have been significant in establishing the rights of the accused.

Freedom of Expression

1. students become familiar with some of the fundamental issues centering around freedom of expression.
2. students are encouraged to present their own conceptions of what the Constitution allows in the First Amendment with respect to freedom of expression.
3. students develop an understandig of different aspects of freedom of expression through such topics as:
   a. seditious speech
   b. symbolic expression
   c. obscenities
   d. libel/slander
   e. public and private forums
4. students become familiar with several cases which reveal the present limitations on our right to freedom of expression.

FAIR TRIAL v. FREE PRESS

(FREEDOM OF THE MEDIA)

BROAD CURRICULUM OBJECTIVES

The purpose of the Fair Trial v. Free Press unit is that:

1. students learn the compelling reasons for the constitutionally guaranteed freedom of the press.
2. students become familiar with issues, problems, and laws relevant to the concepts of freedom of the media and other competing interests.
3. students gain an understanding of the application of the freedom of the press to recently developed media, such as radio and television.
4. students can distinguish the different degrees of freedom and government regulation of the various media.
5. students become exposed to controversial issues which will develop their critical thinking by encouraging them to question and investigate unexamined premises.
6. students examine and clarify their attitudes toward interests that can compete or conflict with the freedom of the media such as:
   – the rights of the accused to a fair trail
   – public safety
   – government security
   – the right to privacy

SPECIFIC OBJECTIVES

1. students evaluate the nature of civil liberties controversies, particularly the inherent conflict between the guarantees of a fair trial and a free press.
2. students analyze selected case studies relating to the influence of the press or the outcome of some major criminal trials.
3. students understand and evaluate the process of jury selection.
4. students analyze and evaluate the Supreme Court decisions focusing on confidentiality of newsmen's sources of information.
5. students engage in role-playing activities to accomplish the above objectives.

CHAPTER II
THE IPLE CLASS IN AN IPLE SCHOOL

TEACHER ROLE IN IPLE

Although the entire manual concerns the role of the IPLE teacher, this section serves only as an overall introduction, and has been written primarily by IPLE teachers. For details, other sections should be consulted, dealing with evaluation, methods, community resources, public relations, and the like.

The role of the teacher in an IPLE program is, of necessity, different from the role normally associated with a "traditional" social science teacher. An understanding of this change in roles is basic to an understanding of the Institute program. A successful IPLE project cannot possibly be implemented in a school using only the traditional 8:30 – 3:00 classroom approach to teaching.

In the course of the IPLE curriculum, the teacher must play all of the following roles:

- Coordinator – Facilitator
- Resource Person
- Chauffer – Chaperone
- Parliamentarian
- Liaison between Administration, Board of Education, Community
- Critic – Evaluator

Along with all the usual duties and responsibilities, the IPLE teacher is required to accept a host of additional, time-consuming responsibilities. For example, he or she must work with students after hours, must take more field trips, and become involved in community activies that take time and attention. Students may need transportation to some events. The teacher has a more demanding classroom situation, and is responsible for the health and safety of his students, long after other teachers have gone home. The activities which may engulf the IPLE teacher are limitless and often unpredictable. A teacher supervising a variety of student projects taking place concurrently must be a general advisor for each group, supplying information on people, places, and community resources. As a general facilitator, the teacher must be available to take students needing help, thus becoming a sort of "Jack of All Trades, Master of None" in attempting to be sufficiently knowledgeable in enough areas so as to serve a variety of student projects simultaneously. The teacher need not be the resource himself, but must be able to serve as the liaison or avenue of contact to the ultimate resources in the community.

Since the Institute endorses the concept that a student gains a greater understanding of the process by participating in it, the teacher must facilitate this participation. In most cases, however, the teacher must be more than just a facilitator, because his students are teenagers who need considerable assistance in making the transition from passive students to active interns. The IPLE student role is vastly different from that to which most students are accustomed, necessitating much assistance in making this transition.

As an example, one of the first activities of an Institute class is the voter registration drive. Although the students plan this drive themselves, the teacher cannot abdicate responsibility by simply coming into class and saying "All right folks, you have two weeks to plan and implement a voter registration drive; go to it." Since this is the first major undertaking of a group of students who do not yet even know each other, the teacher must play a large part in outlining the steps necessary for the success of the project. He first refers the students to the section in the VOTER EDUCATION manual on organization, at the same time emphasizing the importance of organization in conducting any type of group activity.

The teacher must be careful not to dominate the project; mistakes teach valuable lessons. As in all activities, he must strike a balance between too much interference and too little direction. Complicating the problem is the fact that no two groups can be treated in the same way. A helpful approach is to assume the role of a consultant, i.e. to explain the necessary overall organization and then sit back and contribute only when questions arise. This, however, is not an absolute posture, since self-initiated intervention on the part of the teacher is sometimes necessary to insure that the project is sufficiently successful to engender within the students a sense of accomplishment rather than of frustration.

In the classroom itself the teacher cannot rely on "rote" techniques or "old fashioned" discipline. How can one teach or discuss justice without practicing it in the classroom? Also, once momentum in the program is built up, more pressure is placed on the instructor to carry it forward, a very exhausting experience at times. To put it simply, field experience, interning, and all the other IPLE activities require large measures of organizational skill and dedication to the cause, but the benefits for all concerned are well worth the effort.

STUDENTS ROLE IN IPLE

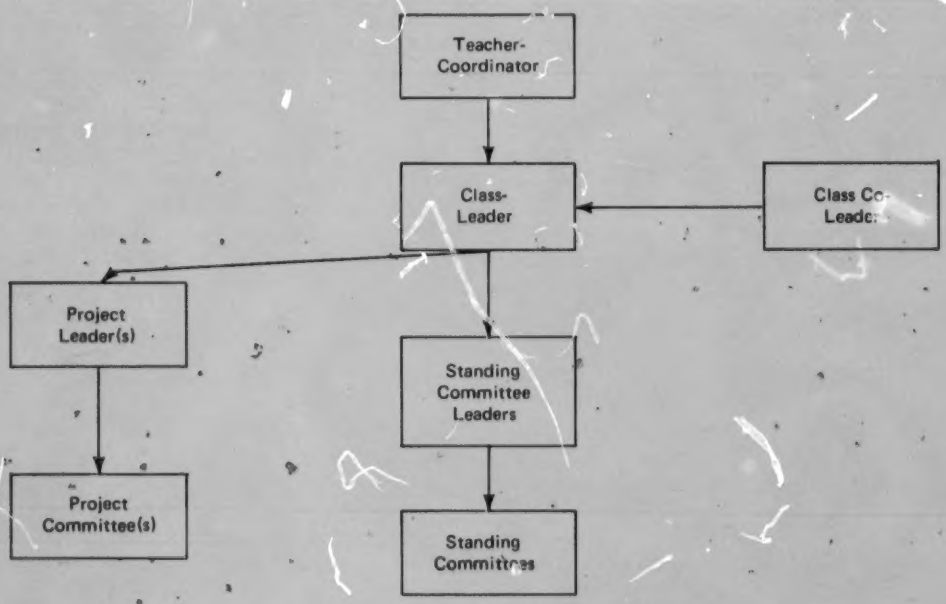
As with the teacher role, the role of the student in an IPLE program is drastically altered from the norm, regardless of the classroom approach used by the instructor.

The fact that the students *are* the Institute is the fundamental principle that fosters the new student-teacher relationship. No longer are the students merely passive receptacles of disseminated information; they must become the vehicle through which IPLE projects are initiated and carried out. They determine the success of the program, and upon them must the teacher rely. Therefore, for the teacher the key word is "motivation"; for the student, "responsibility."

Often, students are placed in the position of peer teacher; sometimes they are teaching adults. Both roles may be completely alien to the average student. Since students in IPLE spend large amounts of time out of the classroom with and without the teacher, self-discipline becomes the important element. Either the student already has it, develops it, or does not function successfully in IPLE.

Overall, the modification of the student's role is in direct relation to the modification of the teacher's role. Both roles complement each other: the students must rely on the teacher for educational leadership and motivation. The instructor must rely on the students for energy and responsibility. The relationship is truly a symbiotic one.

The ways in which students organize themselves into task forces and committees vary from school to school and from one curriculum unit to another. As illustration, the following chart with explanatory outline of student leadership roles was developed for one of the IPLE schools in New Jersey.



Class Organization

Class Leader; Class Co-leader:

The Class Leader is responsible for all activity, both within and outside the classroom. This is a rotating position: after a period of six weeks the Class Leader steps down. The Class Co-leader works with the class leader in preparation for assuming the Class Leader's position.

Project Leader:

Each Project Leader is responsible for a current project. The Project Leader interacts with and reports to the Class Leader.

Standing Committee Leaders:

These leaders are responsible for the work of their committees; they each report to the Class Leader. Each is a rotating position.

This is only a brief outline of our class organizational structure.

Class Procedure

Each students in the class has his/her own folder wherein a written record of his/her activities is kept. This is useful for quick reference.

Each committee has its own folder in which the Class Leader lists the functions that this committee is responsible for and the due dates. Each committee therefore knows the scope of its responsibilities.

All folders are kept in a classroom file cabinet; any student can work on the next project by consulting the appropriate folder. One advantage of this procedure is that repetition of work is avoided. Students also get a sense of accomplishment when they can look back and see what they have done.

These are just a few of the organizational ideas which we have found very helpful.

IPLE Class, Eileen Huntington, Teacher
Bound Brook High School
Bound Brook, New Jersey

IPLE IN AN URBAN SETTING

Involving and motivating urban minority students in an IPLE program present some special considerations for the teacher. These are discussed in this section, drafted by the Institute teacher at Camden High School which serves a large minority group inner city population in New Jersey, just across the Delaware River from Philadelphia.

Developing IPLE type programs in urban situations obviously presents some unique problems. Urban education has traditionally been a difficult area; in recent years many places have experienced a complete breakdown. Since the transplant of academically oriented programs such as IPLE to the urban setting can be complex, some of the problems, pitfalls, and advantages of the urban situation are outlined below.

First, city schools are generally non-academic in orientation. Many seek only to provide basic education, with accent on either vocational or business programs. This leaves the IPLE teacher with few "ready-made" students who are attuned to academics leading to college and professional careers. This means that the IPLE instructor must teach the students most of the skills necessary to a successful program. Accompanying this factor is the problem of low interest levels among the student population. Generally, urban students are pessimistic regarding the political process, extending to the point of "distrust" for the law, law enforcement officials, politics, and politicians. The urban teacher finds no "reform" or "change-the-system" attitudes that can be channeled into constructive IPLE projects. This lack of liberal fervor compels the teacher-coordinator to develop positive attitudes in his students.

The lack of educational motiviation in most urban students is a problem that must be confronted. With school attitudes and values discouraging participating, a "participation program" such as IPLE is bucking the tide. Even in the suburban schools, the teacher may ask the students to do more for one course than they ever did before. In the city school, however, the problem is made far more complex by the prevailing negative attitudes toward academics.

In addition, unique types of classroom problems are encountered by the teacher. Urban students simply are not used to in-depth study or extended, continual instructional programs. This problem can be one of the most acute. The teacher must recognize that his students will have to "compete" with other schools whose students are in normal range in reading, writing, and research skills. Initially, the students do not recognize this problem. It is the teacher's task to move the students toward in-depth study without seriously demoralizing or discouraging them. This is difficult and constitutes one of the biggest problems to surmount.

The IPLE coordinator alone in the school may be faced with this particular problem, viewed by the students as the only teacher demanding this kind of work from them. Through all of this, the teacher must not destroy the enthusiasm, morale, or respect of the students. This requires much careful pushing, pulling, rewarding disciplining, and even "snake charming" on the part of the IPLE organizer. The teacher-coordinator will also find that urban students may distrust any new program that threatens the security of the traditional classroom, fearing the new demands that may be placed upon them.

Because of high failure rates, the urban student who survives has developed methods of "passing" through the role reading and writing routine. New, innovative, self-discovery programs threaten their security engendered by 9-10 years of conditioning, and the urban students may shy away. They also fear that a higher standard of achievement will be imposed upon them. All these factors create a difficult atmosphere for the coordinator. Only by careful persuasion and explanation can the urban teacher break through this barrier of distrust.

The last major problem area unique to urban political and legal education is that of parental involvement, a problem which separates urban from suburban education.

In a suburban school event, large crowds of mothers and fathers busily assist their sons and daughters in whatever activity they are performing. Conversely, for similar events in an inner-city situation, the same level of dedication exists on the part of the students, but parental support is lacking. Urban parents lack the resources, transportation, and financial means to participate as actively as their middle class counterparts, although they may still support or care about their children. This, coupled with the socio-economic problems of urban areas, leaves the IPLE teacher and students alone by themselves.

The problems created by this situation are obvious. The IPLE teacher and students must complete most projects on their own, including such aspects as transportation, organization, and fund-raising. All this places considerable demands on the teacher's time.

There are, however, positive elements also unique to the urban scene. Once initial problems are overcome, urban

students become more comfortable with project-oriented situations. The "personal involvement" inherent in IPLE type programs appeals to students of all abilities, and thus attracts urban kids. Also, aggressive students, quick to recognize the potential rewards of new programs, can be lured to these successes.

Urban students with positive attitudes and constructive temperament enjoy a certain amount of the "elite" atmosphere associated with special programs, similar to the "esprit de corps" that develops in clubs and athletic teams. The extroverted personalities attracted to IPLE enjoy the interpersonal relationships and contacts possible in their own school and with other institute schools.

Once the proper rapport with the class has been achieved, a relaxed class atmosphere usually develops which contrasts with the rote, teacher-disciplined atmosphere in other classes. Constructive-minded urban students relate positively to this relaxed approach and respond accordingly.

For the teacher of urban political and legal education, a most productive element is the prospect for personal advancement and achievement available to the students. Students find the contact with public officers, lawyers, educators, and other official personalities very stimulating. The fact that these people take the time and energy to speak to, or work with, urban students results in an ego boost and improved self-image. This, combined with the other unique opportunities of travel, etc., associated with IPLE projects, creates a situation of unlimited potential for personal development.

Several suggestions can help create a more successful medium for IPLE programs:

- Always listen to your students' ideas, even if they are completely off-base. Urban students have been criticized so long that they lack confidence in their own abilities and opinions. Only by listening can the teacher uncover this confidence and take it to the level necessary for success.
- Spend some time "recruiting" for the following school term. Choose or entice students who will respond to IPLE-type stimulation. Students should be involved as early as possible in a project in which they all can succeed, such as voter registration.
- Develop a "club" atmosphere in the class with a mutual trust between teacher and students.
- De-emphasize the fear of failing as a motivational technique.
- Allow students to make decisions whenever this is possible. A student board of directors or executive committee can be useful in this area.
- Encourage strong student leadership.
- Arrange for interesting speakers and field trips that will foster and stimulate class projects.

Positive teacher leadership is essential. Particularly in the urban situation, the "person up front" makes the difference. IPLE teachers in general are under unusual demands; in the urban situation these are compounded. They must perform a variety of new tasks in addition to instruction; they will have to activate projects, transport students, coach students, encourage students, and organize the students beyond the normal limits.

The teacher can be assisted in these tasks by creating "trade offs" among the students. An "if you do this, then we'll forgo that" approach can smooth out many difficulties. Teacher-student "contracts" can be useful. Appreciation should be shown for students' efforts, even the smallest contributions. It is important to establish good public relations for the IPLE class. Early in the course, students should be informed about what is expected of them, the type of work to be done, and the quality of performance required.

Above all, teacher enthusiasm and leadership are crucial in successful IPLE projects. Motivation and production will hinge on the teacher's ability to make the students realize their full potential. Determination on the part of the teacher can overcome many seemingly insurmountable obstacles.

BUILDING COOPERATION AND SUPPORT FOR IPLE IN THE SCHOOL

Whenever a new program varying from the norm enters a school, problems can develop. IPLE activities are quite different from the traditional social studies curriculum. Field trips and study are extensive. Simulation games and role playing are frequent. Guest speakers come into school on regular basis. Students work harder outside of class than in class, causing them to be in and out of school, missing classes or even whole days on occasion. This departure from the usual scope of the curriculum and this atypical activity can cause communication breakdowns and the development of other problems in the school.

These "new" activities and projects promote additional responsibilities and attention for the teacher. Some faculty members protest that the IPLE teacher is allowed to do activities which they cannot; others resent the fact that the IPLE program takes students out of the classroom so much. Still other, traditional teachers object to the close relationship with the students which IPLE fosters. Most discouraging is the friction that may develop because of the praise and attention bestowed upon a successful IPLE teacher for his or her work. All these can develop into serious problems.

Methods may be taken to prevent these problems from occurring; they primarily concern the concept of public relations awareness. The Institute may be considered as a commodity that must be sold to the community to ensure its success.

Since IPLE activities always generate publicity, it is best to control what is said or written about the program.

A Mini-Board of Advisors

Many IPLE teachers have found it helpful to establish an advisory board which sets general policy, provides resources, and supports the local Institute program. The board also provides invaluable public relations for IPLE. The following individuals can well serve on the mini-board:

- Local Government official(s) – the Mayor and/or a member of the town council.
- Local political officials – representatives of the two parties.
- Educational officials – a member of the school board of administration.
- Parent(s) of IPLE student(s).
- Student(s) in the IPLE class or other classes.
- Individual citizens or representatives of significant local interest groups concerned with political and legal education, such as an attorney from the local Bar Association, and/or a member of the League of Women Voters.

Mini-board meetings may convene monthly or bi-monthly to lay out the plans for the Institute for the succeeding weeks of units of study. Even if the board does not meet regularly, it still serves a useful function in legitimizing the program. As one teacher put it, midway through the school year, "My board still has not officially met, but the members are kept informed of what we're doing, and I know they will be willing to go to bat for me and the students should any problems arise about IPLE in the school or community."

In-School Public Relations

The immediate audience of the Institute is that of the school community itself. Good channels of communication must be developed and maintained with the school board, school administration, and other faculty members, keeping all apprised of the kinds of activities and projects in which the class will be involved.

Newsletter

A newsletter should be produced by students themselves, published on a regular basis. It should cover the Institute's projects and perhaps feature articles relevant to the subject matter under consideration. Recipients of the newsletter should include: the school board, the administration of the school, the faculty of the school, the parents of the students in class, and those individuals on the teacher's human resources list who need to understand the Institute (town council, local influential citizens, state, local and federal legislators for your district, etc.). Examples of a few newsletters from Camden High School are included to provide suggestions for items therein. See pp. 16-17.

The School Board

The local elected or appointed officials who make policy decisions for the school system hold the power over the Institute's success or failure. With their powers to support or condemn an IPLE course, the members of the local school board must be seen as a continuing audience rather than only an initial obstacle to be overcome. Among the ways in which the members of the board may become supportive of the Institute, is involving them on a mini-board (of advisors) and keeping them informed of the program's progress through the Institute newsletter. Letters of invitation to board members for special IPLE events (e.g. workshops, candidates nights) can also be sent by students in the class.

The School Administration

As with the school board, the administration of any school has the power to encourage an IPLE curriculum to fluorish or to stifle its expansion.

To secure its good will, the administration should be kept well informed in advance of all activities, not only at the beginning of the school year, as to general types of activities for the students, but also prior to each project which might go beyond the classroom. Often, when an unusual request must be made of the administration, the pool of good will previously generated may secure an affirmative response.

Faculty

Since, virtually the entire faculty will be touched by the program in one way or another, their good will is important. The IPLE teacher should foster this good will and intra-school cooperation in various ways:

1. *Basic Communications*
   At the first faculty meeting of the year, take about 5 minutes to explain the direction the IPLE program will go. Also, inform the faculty as soon as possible when trips or activities may infringe on other programs. They should be kept as well informed as possible of Institute activities through the IPLE newsletter.
2. *Faculty Cooperation in IPLE*
   The IPLE teacher should provide energetic leadership in involving other faculty members (in *and outside of* the social studies department) in Institute activities whenever possible. Some examples of inter-departmental, team teaching opportunities:
   a. *English Dept.*
      English teachers could be contacted to assist in the draftwriting of Institute materials (newsletters, correspondence, etc.), in training students for debate skills, or in writing legislation for Model Congress. An entire humanities unit could be developed between the English teacher and IPLE coordinator using examples from film and literature (short stories, novels, and drama) in the study of law (e.g. Huxley's *Brave New World*, Orwell's *1984*, Golding's *Lord of the Flies*).*
   b. *Audio – Visual Dept.*
      In schools with video-tape or filming equipment, teachers can be asked to cooperate in producing a film for presentation to several classes. Filming or video taping a mock trial or some other simulation is a good technique for both encouraging a high quality of student participation and facilitating evaluation of the activity. An approach which stimulates student creativity is to video-tape or film two versions of the same event such as a demonstration, arrest, or interrogation and have a "jury" determine which follows more closely the legal guidelines determined by recent court decisions.
   c. *Art and Industrial Arts Dept.*
      An art teacher could be consulted in the preparation of necessary graphics (e.g. poster advertising a community program such as a Candidates Night conducted by the Institute for school board candidates) or in judging the best publicity material in a mock election. The shop teacher could be asked to provide students help in preparing game materials for a simulation like "Urbandyne" (discussed in classroom teaching methods), which requires the use of wooden blocks of specific dimensions.
   d. *Math Dept.*
      Math teachers could be enlisted to help students in the collection and analysis of data from a telephone opinion poll or community research survey. Instruction in the techniques of random sampling is an area in which they may be of special help. If the school has a computer, this could be another good tie-in for analysis of data.

Arranging for Release Time From Other Classes

The interning program and other field experiences which require student participation in the political process under study, compel IPLE students, on a regular basis, to secure the permission of their other teachers to miss their classes. This process of granting permission for students to be absent from their classes often generates among fellow teachers the greatest hostility to the program. Frictions which may occur thereby can be reduced by establishing some procedures and adhering to several simple suggestions:

a) *A uniform procedure* for securing permission for absence from class must be developed. This procedure should make provisions for the following problems:
   - How often should any individual student miss a particular class?
   - How are students to compensate for missed class time?
   - How much advance notice should be given of an absence due to an interning assignment or trip?
   - Under what circumstances may a student be temporarily or permanently barred from interning?

b) *A uniform instrument* should be developed which provides details on:
   - The nature of the interning experience.
   - The date and place of the assignment.

**The Law in Literature* and *The Law and Literature*, both edited by Ephraim London, are two anthologies containing a broad range of selections from fables, short stories, and excerpts of novels dealing with legal themes. They are highly recommended.

- An opportunity for all the affected teachers to sign and thus grant their permission.
- An opportunity for the Institute teacher to grant permission and thus control the interning experiences.

c) The *"human psychology techniques* of dealing with teachers should be stressed with students, such the difference between saying, "I have to miss class on Tuesday. Can you tell me what we will be covering?" and "I missed class yesterday. Did we do anything important?"

Note: For further details, see the section on administering an internship program, pp. 70-74.

Students

The student body of your school should be viewed as an "audience" for IPLE, not only because it is an important source of potential Institute students, but also because it shapes the attitude of the community in general toward the Institute.

The students of your school may be brought into the activities of the Institute at several key points: During the political process unit, students who wish to work in the campaign may be alerted of possibilities for participation, through the Election Information Center.

During the Simulated Election, the roles of the candidates are usually denied to Institute students, thus giving other students the opportunity to participate.

Voter registration drives for 18-year-olds in school, and political education assemblies for the entire student body are two other examples of projects which can be organized by the IPLE class for the benefit and involvement of the entire student body.

Parents

Parents of IPLE students can be extremely helpful in their support of IPLE. They can not only be reached through the newsletter, but should also receive information more directly. When an activity is planned to take place outside of the classroom, the parents of IPLE students should be notified and invited to attend, as for example, a Candidates Night.

BEYOND THE SCHOOL FAMILY

Community Public Relations

Virtually every community contains groups which provide a forum through which citizens may express their demands. These groups normally have some degree of political power, and, must be considered in building support for IPLE. Since community groups have a particular concern, it is wise to seek their advice and counsel prior to an undertaking within their area of interest. Thus, if the League of Women Voters commonly conducts voter registration drives, it is wise to consult with them prior to launching a drive by IPLE. At the very least, a listing should be kept current of all the significant groups and their leadership within your community, which can serve as a basic mailing list for IPLE newsletters and for invitations to IPLE functions. With a student assigned at all times to community relations, ways will be developed whereby community groups can legitimately be involved in the IPLE program.

The following list of organizations active in New Jersey can serve as a guideline for surveying the groups that exist in the local community.

COMMUNITY ORGANIZATIONS

Community Groups

League of Women Voters
Urban League
NAACP
PTA
Labor Unions
Church Groups
- All Denominations
- Council of Churches
- YMCA
- YWCA
- YMHA
- YWHA

Taxpayers Association
Coalition for Reordering of Priorities
Chamber of Commerce
A. Philip Randolph Institute

Student Groups

University Political Science Association
United Puerto Rican Students
Public Interest Research Group
Academic Activists Caucas
Student Action Committee
Student Union
Association of Student Governments
B'nai B'rith Young Adults
Catholic Youth Organization
NAACP Youth Council

Service & Fraternal Groups

Rotary
Kiwanis
Lions

Exchange
Jaycees
20/30
Optimists
Women's Club
Elks
Moose
Masons
Eagles
Knights of Columbus
Native Sons
S.A.S.
D.A.R.
AAUW
Business Professional Women's Club
Woekmen's Circle
Woman's Auxiliary of Local Unions
AAUP
College & University
Service & Government Organizations

Military & Veterans Groups

American Legion
Navy League
Veterans of Foreign Wars
Naval Reserve
Amvets – Military Order of World Wars
Army Reserve
Marine Corps Reserve
Coast Guard League
Air Force Association
Medical Vets
Vietnam Vets Against the War

Special Groups

All nationality and ethnic community organizations
Senior Citizens' groups

Local Newspaper

The local newspaper is the primary external method of communications; thus a basic understanding of the way in which newspapers operate is important. Two suggestions will result in increased coverage for your Institute program:

First, newspapers are staffed by people who naturally develop preferences and aversions. An important step in developing successful relations with the local press is an invitation to the reporter to come to your school early in the school year to discuss the manner in which a newspaper covers a political campaign, together with a discussion with the reporter in his office prior to the visit.

Second, since most local newspapers are staffed by overworked individuals, the better constructed the news release, the better will be the story. Therefore, the IPLE students assigned the continuing responsibility for press relations should be thoroughly prepared in the writing of press releases.*

With all the negative publicity in the papers about young people in trouble with the law, the IPLE school should be pleased to see the result of positive coverage. The collage on page 21 is drawn from news clippings that recently appeared about IPLE schools in New Jersey.

Inter-School Cooperation

One good support for the IPLE program in the school can be provided through the consortium of other IPLE teachers in other schools who are implementing similar programs. Inter-school cooperation is easy to develop. Generally, IPLE teachers are "of a kind" in their common areas and goals, thus facilitating cooperation among them through a phone call or letter. Inter-school communication is useful in a wide variety of activities, such as "joint field trips," in which transportation costs are shared by both schools. Furthermore, personal communication can be beneficial in sharing new curriculum ideas, techniques, and methods.

*(See the section in this guide on specific public relations and publicity pointers, including how to construct a press release, pp. 119-122.)

THE NEW YORK TIMES, SUNDA

Institute
for
Political / Legal Education

500 Students Get Political Interneships

Civics teachers at Vineland High are taking education out of the history books and into the community, thanks to the revamped curriculum and a new pilot project here.

Ninth graders are getting a first-hand look at how government operates, and they will practice writing and sponsoring legislation, lobbying, assisting in actual campaigns and learn what they like about our government and what they would like to change.

Students' pre-election polls on target

400 high school students to create Model Congress

Students Propose New Blinker Light

ON THE TOWN — Students of the Political Ins Parsippany High School learned something about n government in action first hand Tuesday under tour with department heads. Looking over a map

—Courier-Post Photo by John Avery

Association. Explaining lobbying activities to students is Alan Marcus, lobbyist from Newark

Teens Get First-Hand View Of Borough In Action

METUCHEN — A second sampling of 1,255 voters in Edison and Metuchen taken by Metuchen High School students predicts the Democrats will triumph and casino gambling will be defeated in tomorrow's election.

Results of the second poll ending Nov. 1 were much like the first conducted by the students in the special class, ending Oct. 18.

Pupils Ponder Prices

The 31 students in East Brunswick High's I Political Education are not a sedentary grou out checking prices in local supermarkets t ...res are adhering to the presidential ec... ... canvassing voters in a d... had a poor turn... Women Vote... ...ives a... tion of the "... ...n booklet . . . co mock election . . . nterning in federal, state and offices.

Politics class pays dividends

Sue Eadie gets the fine points on Borough Clerk's office from Arnold Matthies, Madison Borough Administrator.

One state's schooling-for-citizenship programs are sparking the imagination and the dedication of teenagers working in and out of school on vital community problems.

CHAPTER III
CLASSROOM TEACHING METHODS

Since the teaching methodology of the Institute may be new to IPLE teachers, this section provides some familiarity with individual classroom teaching methods. The discussion of these various strategies is designed to provide enough confidence to enable the novice Institute teacher to employ them. Examples of each teaching technique have been included for clarification and illustrative purposes.

A. CLASS DISCUSSION – THE INQUIRY METHOD

The focus in social studies education today is on a conceptually organized inquiry-oriented approach to learning. In the IPLE curriculum students learn to define problems, formulate questions, classify information, draw inferences, and identify alternatives. By so doing, they develop skills in analysis which, hopefully, will enable them to apply the content of their studies to a variety of new situations.

Central to this "inquiry method" is the use of directed discussion, in which students' views are questioned and challenged in an attempt to develop their thinking ability. Questions should encourage students to express and justify various points of view and to explore their own feelings on an issue: how would they feel if they were the persons involved in a particular situation. Straight expository lectures, while sometimes needed, should be limited to less than half a class period, or else interspersed with considerable discussion. Class discussion and student participation should be used extensively.

An anxiety-free classroom atmosphere must be created wherein each student can express his or her own informed point of view. In studying the legal issues involved in the IPLE curriculum there are often no "right" answers; strong cases can be made for opposing sides of a particular issue. In inquiry, discussion should not center upon the search for one acceptable answer. Teachers should refrain from imposing their values on students. Rather, through the use of relevant examples and controversial current events, teachers can encourage students to clarify their own values by placing themselves in the situations under study. Both students and teacher should accept the difference between a search for factual information and questioning related to values that concern fairness. Since law involves an effort to achieve some measure of justice by balancing competing interests, it may be impossible to find "correct" answers to such problems. The purpose of the inquiry process is to explore fully the options open to the individual and to society in an attempt to balance liberty and fairness with order.

The inquiry approach as a teaching strategy becomes more effective with practice. Teachers should not become discouraged if it seems an uncomfortable style at first – the skill can be developed by practicing it with materials included in IPLE manuals. By facilitating but not dominating, by playing the role of skilled questioner and non-judgmental moderator, the teacher will help his students to explore their values, ideas, and feelings and grow in their ability to anticipate the consequences of the various choices upon to them.

The lesson on school dress regulations (pp. 35-37) provides an example of the inquiry method of guided class discussion.

B. CASE STUDIES

The case method is one technique for inquiry. Through case studies, real or hypothetical, students analyze conflicting points of view and grapple with realities they face in their relationships with people. A case which presents unsettled legal questions can be a very successful classroom approach. After discussion, students should feel free to leave the class with differing opinions on the issues of the case and/or the decision which the court may have rendered. In fact, this disagreement can foster the introduction of additional resource material for background or of an outside speaker who can provide new data on the subject.

The Case Brief

To understand the factual circumstances and points of law involved in a particular case, both student and teacher should "brief" or organize the case. Below is one sequence in which the information could be listed. This concise format might be used by a law student in organizing information. Following the case brief are some suggestions for using the case study method which may be more suitable for a high school classroom.

1. Case title. This should include the citation to the law book in which the case is to be found.
2. Facts, These may be separated into two categories:
   (a) uncontroverted facts, those not subject to challenge or dispute; and
   (b) implied or inferred facts, those which are not explicitly stated but logically follow from the uncontroverted facts. Students should justify the inferences they have made, which may not be right but should be reasonable assumptions.
3. Issue. The crux of the case, the legal question to be decided, should be stated as concisely and clearly as possible.
4. Arguments. The reasoning advanced by each side, plaintiff and defendant, in the lawsuit.
5. Decision. Who prevailed?
6. Reasoning. What reasons do the judges or justices give for their decision?

A sample case brief, *Wood V. Strickland,* appears at the end of this section, pp. 38-39.

Case Study Method

In addition to the more formal case brief, any case can be broken down into the following elements for study purposes: facts, issues, decision, and opinion(s).

1. *Facts*
   Students should list the facts in a case. They should be made aware of the importance of this exercise, since everything in the case hinges on an accurate accounting of the facts involved. The teacher can ask his or her students to enumerate them according to the following categories:
   a. Uncontroverted facts – those not subject to challenge or dispute.
   b. Implied or inferred facts – those which logically follow the uncontroverted facts.
   c. Missing facts – other items, needed before reaching a decision, that were not stated in the case.
   d. Important facts – as opposed to the irrelevant or inconsequential facts.

   The simplest way to outline the facts of a case is to hand out a sheet presenting them. The teacher can provide the students initially with the facts only, even though a case has been adjudicated, so that students can form their own opinions. The court decisions can be handed out later and a discussion held as to why student decisions differ from the court's verdict, if they do. Other strategies can be used:

   Before class, the teacher could prepare a tape recording stating the uncontroverted facts of the case, and play it several times in class. Did students perhaps hear the tape differently?

   A variation on this approach uses several students to create a video-tape or to role-play the facts. This simulates a real-life situation as student witnesses to the facts must report them accurately, resulting in possible conflicting testimony.

2. *Issues*
   Classroom discussion is useful in helping students zero in on the most important aspect of any case study – the legal issues to be resolved. The teacher may solicit the assistance of a good attorney if he feels inexperienced at specifying and isolating the various issues involved in a case. Issues can be phrased in terms of "whether or not..." statements. Although second nature to law school students, the case method is relatively new to high school students. The teacher, therefore, must exercise patience in stressing the need to adhere to the stated facts in the case and to the principal issues. Students thus are led not only toward a substantive conclusion – for example, that Tinker (in *Tinker v. Des Moines*) had a right to wear an arm band in school, but move toward a wider awareness of the scope and limits of free expression.

   A useful approach to a case study is to examine the question of interested parties. Law is a compromise of competing interests and this competition gives rise to the issues. Ask who the competing parties are in the outcome of a case. What is each person's or group's interest (e.g., students, parents, school board, administration, civil liberties groups, communities)? How would they like the case resolved? Why? How can a decision be reached (if possible) which takes into account all of these interests? To depict the balance of conflicting issues in the case, the teacher can draw a set of scales on the blackboard or an overhead transparency and then visually weigh the arguments for the plaintiff and for the defendant as the students define them.

Example:
Tinker v Des Moines

1. symbolic free expression	1. safe and efficient education
2. precedents (e.g., political buttons)	2. fear of disruption and violence
3. etc.	3. etc.

After seeing a visual presentation of the arguments, students can be encouraged to frame the issues in more formal, "whether or not" language: for example, "Whether or not Tinker's right to freedom of expression was abridged when he was forbidden to wear a black armband as a symbol of his opposition to United States involvement in Vietnam;" "Whether or not the school board's rule forbidding the wearing of such an armband was a legitimate exercise of power."

3-4. *Decision and Opinion(s)*

The *decision* in a case is a "yes" or "no" response to the central issue. Decision-making is an everyday happening in law. It is a challenging lesson to students that a decision must be made to resolve the problem – someone will win and someone will lose. The decision not only affects the individual(s) involved; it also sets a precedent for future similar cases. The *opinion* must include both the reasoning or justification for the decision *and* an explanation of why the opinion disagrees with, or can refute, other points of view. This reasoning provides the student with appreciation of precedent and an understanding of various legal concepts. Alert students to the possibilities for varying interpretations of the law by judges. Also, there may be value in examining minority *dissenting* opinions (if the decision was not unanimous) or *concurring* opinions. Justices often write concurring opinions when they agree with the majority decision but for different reasons and wish to indicate that they might decide differently under other circumstances.

It is helpful for teachers to be aware of similar cases in a subject area. IPLE manuals include references to other cases which are relevant but have slightly different facts, (and where the court may have reached a different conclusion). Discussions which begin with a statement such as "Now, what about a slightly different situation in which. . ." can be used to further clarify the reasoning of the court. For example, would the court have acted differently if Tinker had appropriated the school's newspaper to express verbally his views rather than wearing a symbolic armband? (See material on "How to Find Legal Cases", p. 170.)

The step-by-step case study shown at the end of this section (pp. 40-41) illustrates how a hypothetical case can be developed and used in class following the procedures and steps described above (including exploration of implied facts, missing facts, conflicting opinions, etc.).

Collages: A Visual Approach to Case Study

Another strategy, as an enjoyable and educational activity for the students, is to divide them into small teams and have them prepare collages – using newspaper and magazine clippings – which depict the facts and issues in the case. The objective is to employ a non-verbal approach to the case study method. As an example, in the *Tinker* case, the facts include students, Vietnam war protest, a school setting, parental support for the plaintiff, suspension from school by the principal, and so on. Thus, a collage representing the facts of the case might include such things as pictures of protesters (perhaps armbands could be added with a black felt pen), photographs of war, scenes of a school building and/or classroom activities, older people depicted behind the students, and a picture of a "principal" figure shaking his finger at the youths! In addition to illustrations, words can be used by cutting out letters and affixing them to the paper or cardboard. Collages of issues representing the conflicting points of view in a case (such as shown on the scales above) can also be prepared by the students. The collages can later be displayed on the classroom bulletin board, thereby recognizing the students' efforts.

C. VALUES CLARIFICATION STRATEGIES

Values clarification strategies can be used at various points either to foster affective development or to change the pace by introducing a different approach to the topic. In beginning a unit, a values clarification exercise heightens students' interest by stimulating them to express their attitudes on controversial topics and prepares them to consider the upcoming issues. At the end of a unit such strategies are effective in summarizing some major points of the unit and concretizing changes in student attitudes.

The same survey or continuum could be given before and after each chapter to stimulate student expression of changes in their viewpoints. Such an analysis of affective development is a good self-evaluation technique for students and provides the teacher with valuable information about the effectiveness of the course. Each chapter has suggested value strategies, but teachers can easily modify some of the techniques to any topic. Some strategies the teacher can adapt are:

Continuum Exercises

A line is drawn between 2 opposite extremes on a given subject and students are asked to take a position somewhere on the continuum. For example, opinion statements could be put on the board:

In a democracy there should be no limit to freedom of speech.

Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

Students can express their position on the topic in several ways. They can either write on a piece of paper, or put a mark on the board where the continuum is drawn. The most dramatic way, however, is to have students actually line up across the side of the classroom, carefully determining their position by consulting their classmates in the line. Give students time for discussion with their peers. This activity is also effective in stimulating a particularly quiet group or providing a change of pace if students are restless. If you wish to have a continuing, lively activity, a *series* of such continua on different issues could be done and students could shift positions in the line as their attitudes on several issues vary. To encourage students to be able to refine their thinking and justify the stances they take, the teacher should ask some of them to explain why they chose the position on the continuum that they did.

Value Surveys

A value survey is a longer exercise, generally written, in which students express their position on a list of issues. This is more appropriate as a concluding activity. The end of this chapter includes a sample survey with instructions for its use. The "Ray Brown" freedom of expression activity, in *Individual Rights*, is an example of another way to do such an exercise. (See pp. 42-44.)

Forced Choice

Forced choice is a variation of a polling exercise in which students are given only two choices – to agree or disagree. This can be done by raising hands or by vocal "aye" or "nay" votes, as done in some legislatures. A lively method effective in rousing a tired class (or teacher) is to push the chairs back (if possible), designate two opposite corners of the room as positive and negative poles, and actually have the students move from one side of the room to the other. Suggest that they identify the people with whom they agree the most and the least. A follow-up exercise is to have students who agree explain to each other why they have taken a particular position; then students who disagree (combine half of the "nays" and half of the "ayes") explain the reasons for their disagreement to each other. The expression and analysis of disagreement exercised in small groups is also a dramatic strategy for concluding the study of a topic.

Rank Order Exercises

Asking students to rank-order their priorities on a group of basic individual rights, or rights of the accused, is an effective way for them to clarify their values. Such an exercise can clearly be used as motivation for the discussion of a controversial issue, or as part of a self-evaluation exercise at the end of the course to help the teacher gauge the effectiveness of aspects of the curriculum. Students can be asked to indicate which topics, in descending order, they understood best; or they may be given a list of activities in the course and asked which they enjoyed the most or which they felt were most effective in developing their understanding of the law.

Letters, Cables, Telegrams, Picket Signs, Newspaper or Magazine Ads, Television Commercials, etc.

These methods are projective techniques to have students verbalize their attitudes and even to encourage activism. You may suggest a list of persons to whom the students may address messages for changing certain conditions related to the rights of the accused or freedom of expression. Students may write hypothetical messages or letters, prepare picket signs, or develop public service television announcements directed to the police, sheriffs, legislators, congressmen, the President, the Supreme Court or a particular Justice, judges, juries, lawyers, the principal, parents, the teacher, etc. The only limits are the teacher's broadmindedness and the students' imagination. Give stu-

dents enough time to prepare the form and content of the messages – perhaps as a homework assignment – and enough time to read, demonstrate (for a TV commercial), or display (for picket signs, or collages or pictures for written ads) their messages to the rest of the class. It rests with the teacher's discretion and judgment whether or not the students are encouraged to send their messages. Clearly, since one of the aims of legal education is to foster active citizenship, students who have expressed their dissent in a form appropriate for sending ought to be encouraged to do so. The teacher could profitably ask for follow-ups from those students to help make the class aware of the consequences of such actions and whether or not any change can be effected thereby.

D. ROLE-PLAYING

Role-playing is another classroom technique useful in political and law-related education to develop students' abilities to empathize with individuals different from themselves and points of view different from their own, to learn how it feels to be "in someone else's shoes" for a short while. This promotes active student involvement in assuming the roles of attorneys, policemen, judges, lobbyists, legislators, or other officials in simulated true-life situations. If for some reason it is not feasible for students to participate directly in a situation, then at least a degree of familiarity with the situation may be achieved by reproducing the activity in a different environment.

Role-playing is used to achieve a number of objectives. Quickly arranged dramatizations (such as a "stop-and-frisk procedure on the street or a confrontation between a student and school librarian over stolen books) can be used to enliven a classroom presentation and to help illustrate vividly the case under consideration. Such dramatizations can be used to demonstrate the various steps in juvenile and adult criminal proceedings from arrest to trial. The following example from GOVERNMENT: THE DECISION-MAKING PROCESS, illustrates how a very simple role-play can be used to introduce a discussion on lobbying and the role of lobbyists. Observers are used to monitor the interplay between the students playing the roles of lobbyists and legislators. Students are also asked to reverse roles so that they become cognizant of all arguments and view points on the issue. A discussion of what whas learned is held at the end, drawing heavily upon the observers' reports.

Players: Lobbyist
Legislator
Observer

Instructions:

1. Divide students into groups of three, with each student assigned one of the above roles. If there are 30 students, that would make ten groups.
   a. The legislator's role: to be neutral to hostile toward the bill that the lobbyist discusses, and to ask pertinent questions.
   b. The lobbyist's role: to convince the legislator that he should support the bill under consideration. Note to the teacher: Be sure to select a bill you believe would be an issue of interest to students, such as lowering the eligible age for state legislators to 18 years old.
   c. The observer's role: to carefully record in writing the techniques and interplay between the lobbyist and legislator.
2. Give each lobbyist and legislator about three minutes to write down arguments supporting their respective positions. The lobbyist, for example, should list some arguments on behalf of his position, while the legislator should list questions that he would want answered by the lobbyist. The observers should develop a checklist of things they will be looking for in the dialogue (techniques, content, style).
3. Allow the students approximately five minutes to go through the role-play. However, intuition is the best clock in determining the amount of time for the first session.
4. Have the lobbyist and legislator reverse roles after the first session. Once again the observer should write his observations.
5. When this session is completed, the individual groups can discuss their experience briefly; then have the whole group come together. Select some of the observers to critique their sessions.
6. In the discussion, the teacher should elicit from the group feedback on their observations of the lobbyists':
   a. introductory technique
   b. factual information vs. emotional arguments
   c. research of legislator's background and voting record
   d. determination of other groups supporting the legislation
   e. knowledge of important arguments *against* as well as for the bill
   f. recognition of key points in legislative process when lobbying is essential if there is to be an effect on legislation.

Role-playing may also be used as a form of practice prior to the accomplishment of a particular activity. For example, during the preparation period for a voter registration drive, role-playing should be used to acquaint students with the kinds of experiences that can be expected in their door-to-door campaign.

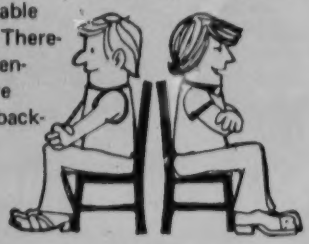
This is a relatively simple role-play involving two students. One of the students plays the part of a canvasser who is approaching a person he hopes to register to vote, and the other student plays the part of an indifferent housewife, an Archie Bunker type, or any of a number of other stereotyped possibilities. This activity serves to prepare the canvasser for what he might expect, to assist him in developing self-confidence, and to reinforce the need for a working knowledge of the various voter registration laws.

The use of "alter-egos" can add an effective dimension to a single role-play by reinforcing the listening skills of the participants and encouraging the students to "get into" their character roles. For example:

Canvasser: Would you mind answering some brief questions?
Alter Ego: Tell her you're busy with the children.

Resident: I'm sorry, my children are keeping me very busy.

The use of simple role-playing would also be effective as preparation for telephone polling. In this context, students could role-play interviewers and interviewees to sharpen their interviewing and questioning skills. The experience of talking with someone over the phone may, for some students, be more uncomfortable than a face-to-face exchange. Therefore, in simulating telephone encounters, it might help to have students sit with their chairs back-to-back so that they learn to converse without being able actually to see one another.



The teacher will also want to decide whether to involve all the students in simultaneous role-playing incidents or to choose only a few students to participate, with the remainder of the class acting as observers (in a "fishbowl" arrangement).

Two IPLE role-playing exercises (the first on community canvassing, the second on telephone lobbying) are included at the end of this section to illustrate many of the points on role-playing discussed above (pp. 45-46).

Summary

A teacher can create a role-playing situation that is either real or imaginary. The key to successful use of this technique is the definition of the objectives. It is not necessary for the teacher to tell the students what his/her objectives are; however, it is necessary for the teacher to have a clear understanding of what he/she wishes to accomplish. Once this is done, follow a few short "rules":

1) Begin simply! Start with a couple of people and briefly define the setting.

2) Identify the role play setting by physically setting off the "players." Without using props create an environment for the action.

3) Keep the action moving: Do not spend more than five minutes (preferably less) on each segment of the "drama."

4) Build on the opening segment by adding alter egos for each player. Next ask the major players to exchange roles. Then move the alter egos into the player positions and add new persons to the alter ego positions.

5) Stop and discuss what has taken place after each segment. The role of the observer is perhaps the most important.

6) In the discussion have the observer talk first. Then call on the alter egos to evaluate what happened, and finally the participants themselves.

7) As leader, do not be afraid to manipulate in order to guide the students toward the objective. It may be necessary to create a situation where you know the lesson will be taught by negative example.

E. SIMULATION GAMES AND OTHER SIMULATIONS

Simulations differ from the role-playing activities discussed chiefly in their complexity. A simulation usually involves role-playing over a relatively long period of interaction and takes place within a broader context. Most simulations are designed to provide students with an understanding of a process or activity by placing them in an artificial environment approximating that of the process under study. A full-scale simulation requires considerable effort on the part of the teacher and/or students to insure that participants have an adequate understanding of the responsibilities and duties associated with their roles. Without such preparation, the time spent in the activity may be pointless.

General Types of Simulations

Simulation games may be divided into two general categories: those which provide individual role descriptions or identities to particular students and those that provide only group identities and then allow more leeway in the direction taken by individual role-players in the simulation.

Examples of the first type of simulation are "The Lobbying Game" and "Blancaville," both of which are included in IPLE's manual, GOVERNMENT: THE DECISION-MAKING PROCESS. In the "Lobbying Game", students are assigned particular roles of individual lobbyists, legislators, etc. representing particular geographical areas, constituencies, and/or interest groups. Throughout the activity they are expected to maintain these specific identifies. The simulation is not scripted or inflexible, and there is not pre-determined outcome. The individual role descriptions, rather, provide a context in which the legislative/lobbying process under consideration takes place. A large degree of realism can be built into this type of simulation.

An example of the second type of simulation is "Urbandyne" (Urban-dynamics). In this game, depicting the decade-by-decade growth of a city, with all its inherent social-political-economic problems, students are placed in the roles of members of groups within the city (Yellow, White, Blue, Red)*, complete with the relative advantages and disadvantages associated with each group. A general framework is created within which the simulation can proceed, but the group dynamics that develop are sometimes unpredictable, and therefore an "unrealistic" outcome can easily occur.

The issue of "realism" in these activities is important for the teacher or game operator to bear in mind: Although based on reality, the games are only simulations. A game such as "Urbandyne" cannot, and does not, pretend to take into account every factor involved in urban problems. Such a game would take years to devise and years to play. Similarly, the "Lobbying Game" focuses primarily on the interaction of lobbyists and legislators; it does not provide for a legislative committee system, a two-house Congress, or political party affiliations. This is not a shortcoming of the simulation, however, since the objective of the "Lobbying Game" is not to replicate the federal legislative process (the IPLE Model Congress provides for that kind of experience). Teachers are, of course, free to modify the simulations to

*Yellow — parallels the prosperous establishment. White — middle and lower-middle class whites and ethnic groups. Blue — middle class blacks. Red — poor blacks and other poor minorities.

meet their needs better. The role of the game operator and guidelines for developing one's own simulation game are presented below.

Simulations can also be designed for legal institutional settings such as a school disciplinary hearing, a juvenile court disposition, or a Supreme Court session. The specific roles can be assigned to students and a set of procedures followed, with possible time limits for such processes as opening arguments, cross-examination, deliberation, and decision. (See specific instructions below on mock trials and moot courts, pp. 32-33 and 48-49).

Role of Game Operator

In certain simulations, the teacher may elect to be a participant, assuming roles such as chairperson of a town meeting or Judge of a Federal District Court. This provides the opportunity to insure that proper procedures are followed and demonstrates to students how the role might actually be carried out.

In most simulations, the game operator (usually the classroom teacher) has very specific responsibilities. First, before the game can be played, all necessary arrangements for setting up the room and/or gameboard, duplication of printed materials, and other logistics must be handled. The specifics are spelled out adequately in the individual game instructions for each game; the teacher should read them over well in advance. It is also advisable to do some sort of "ice-breaker" to relax the group ahead of time and help them feel more comfortable about role-playing.

In "Urbandyne," the game operator represents the "system" of outside influences that play a role in running a city – banks, the court, other cities, large outside corporate interests, etc. He also represents time and history. The operator must keep the game moving, applying pressure when it is needed to demonstrate the time factor in decision-making. Any other outside factors – even natural disasters, or plagues – can be introduced by the game operator. If a situation arises for which there is no answer given in the instructor's manual, the operator should not be afraid to devise something to keep the game from stalling. The players in "Urbandyne" can also make laws which change the rules of the game that the operator originally laid down. It is their city, and as a general practice the City Council may alter all ground rules except those involving payments to and from the bank.

The operator in the "Lobbying Game" plays a less central role, serving only as a facilitaor of activity once the simulation has been explained to all participants. The teacher's primary function is to set the time frames for each phase of the game: legislative and lobbyist officework, written messages, face-to-face contact, House Session, etc. (This sequence is repeated – see teacher handbook.) During the House Sessions, it is the student playing the role of Speaker of the House who sets the agenda and presides. The teacher can be available as parliamentarian to answer any "sticky" questions of procedure. (Section on Model Congress discusses parliamentary procedure, pp. 87-93) At other times, he can take written messages back and forth between lobbyists and legislators, and can write up and introduce "press releases," based on the interaction that has been observed up to that point.

In "Blancaville," the game operator serves as Max, owner of the Unique Diner. He assumes the task of disseminating information and providing pace for the session. The sequence of activity is clearly outlined in the step-by-step game directions. The description of the "Blancaville" game director's role bears repeating here, because it provides some good general guidelines and principles for effectively facilitating simulations in the classroom:

1. The main task of the director is to keep the game moving. As Max, owner of the Unique Diner, the isntructor can pace the game at his own speed. The time frames listed with the instructions are maximum guidelines. If a round begins to drag before the time suggested, end that round early and go to the next. Do not extend any round beyond the time suggested except under extreme circumstances. Do not be afraid to end a round while everyone is negotiating and running around. Time is always a factor in life as well.
2. As Max, the Director can make quiet suggestions to individual participants if the game needs new life. Remember: this is the participants' learning experience! Their own discoveries are vital. Let them determine the action.
3. Run the game with authority. End each round conclusively. The Director must stick by each decision he makes. He need not defend it until the wrap-up session (like an umpire).
4. Move the game quickly and cheerfully. Appear relaxed and confident, even if you are a rookie game director. Running games is easy once the game is under way.
5. Controversy must exist in order that the action of countervailing groups can be seen. If all participants seem to be taking the same point of view, a few words to some participants may be necessary.
6. Keep a notepad handy to write down interesting incidents or questions that occur during the game. Use them during the follow-up session.

One last guideline for running a simulation: When the game is over make sure all materials (role cards, equipment, etc.) are returned and kept together so the game can be played again with another group!

Assignment of Roles

In choosing students to play the various roles in simulation games, several important points should be kept in mind.

1. Normally it is preferable for the instructor to assign roles, rather than ask for volunteers. This avoids petty

arguments and can also insure that stereotyping is minimized (boys don't always have to play the parts of police officers, for instance!). In informal simulations, however, it may be appropriate to let the participants choose the roles they will play, and the game operator should be open to this alternative.

2. Role descriptions should be given sufficiently in advance of playing the game so that students will have time to acquaint themselves with the backgrounds of the characters they represent, do research (where appropriate), and plan strategy.

3. In most simulations, it is desirable that each student have a copy of all the various role descriptions included in the activity. In the "Lobbying Game," it is a necessity because each Congressman and lobbyist needs to know who all the other participants are in planning his strategy, coalitions of support, etc. In other activities of this sort, however, the game operator might wish to consider distributing to each student only his or her particular role description. For example, in "Blancaville" it may be more interesting if each character has a chance to introduce himself at the town meetings or in one-on-one interaction. And in a courtroom trial the teacher may not want to provide the defense and prosecuting attorney teams with an outline of each others' strategies in advance. The instructor should use his discretion in the area of distribution of roles, experimenting with a variety of techniques to see which method is most effective.

4. Most simulations have one or two key characters who should be carefully selected to help insure success of the game. In "Lobbying," Representative Brookings, the House Speaker, is responsible with his aide for setting the agenda and chairing each session of the House. Therefore, the teacher should choose an able, alert, forceful student who will hopefully have a good understanding of parliamentary procedure and strategy. In "Blancaville," the most difficult roles are those of the state and federal government officials (Commissioner of Community Affairs, the field representative of HUD, etc.) These parts should be given to students who are either sufficiently knowledgeable in federal-state relations or who will look up enough information to portray realistically these characters and the agencies they represent.

5. Other parts can be given out at the instructor's discretion. Lively and verbal but otherwise less able students often play excellent leading roles: Councilmen, Congressmen, representatives of citizen's groups, and so forth. The teacher may occasionally wish to "type-cast" a student in a role that he or she can really "get into." However, it may be more useful, and preserve the effect of *simulation*, to assign students to play characters very much unlike their true selves. For instance, someone who thrives on power may find it very instructive, if frustrating, to be a member of the Red team in "Urbandyne." A very liberal-minded student will have an interesting experience as Lobbyist Gates (in "Lobbying"), representing the interests of the major oil companies. In a socially integrated class, the role of Martin Torie of the "Blancaville" Civic Association probably should be assigned to one of the black students. Again, experience will be the best guide for game operators.

6. The number of participants is usually sufficiently flexible in most simulations to accommodate adequately a variety of class sizes. The number of councilmen on the Blancaville Council, for example, might be any odd number. Additional citizens like Irma Radical, Jonathan Birch, and George Middleroad can be sketched in, if necessary, (or eliminated if it is a small class). Aides can be assigned to any or all Congressmen in "Lobbying," but the simulation will still be successful without them. The various color teams in "Urbandyne" are flexible to size, so long as each team has approximately the same number of members. (Team sizes should not exceed 7-8 members. Too large a group can create a lack of interest and involvement in some students.) In courtroom settings, the teacher can use similar leeway in determining the number of attorneys for each side, the number of justices on the bench (an odd number to avoid tie votes), etc.

7. In some simulations (such as "Police Patrol" and "Kids in Crisis") observer roles are built into the game. These participants can play an important role in the post-game discussion.

8. One or two students should be available to take any role should some vital character be absent from class during one of the simulation days.

9. Have nametags made up for use in the simulation, giving each person's name and/or affiliation in the game (in "Urbandyne," color-coded tags will help).

Scheduling for a Game

Point #8 under "Assignment of Roles" raises the question of scheduling of simulation games, most of which take longer than one class period to complete. An obvious solution is to play the game over a period of several successive days. The activities often lend themselves to segmentation. Instructions for the "Lobbying Game" outline a method for scheduling the activity over a three-day period, assuming all the game materials are introduced in advance. The lapse of time between classes – overnight or weekends – may even provide valuable time for research, politicking, or other necessary activity.

An alternative found effective by some teachers is to conduct the game in one continuous session by having an "in-school field trip": They go through normal procedures for securing released time for students from other classes for a day or half day, but instead of taking a trip, they remain in class or perhaps go to a location like the school library to play the game. This is particularly effective in a game like "Urbandyne" where a break in the build-up of interest and emotional involvement would hurt the simulation. It also avoids the potential problem of student absentees from one day to the next.

To add excitement or atmosphere to a simulation, the teacher could find an appropriate off-campus setting for conducting the game. A courtroom or city council chambers, if available, would be ideal for most of the political and legal role-playing games used in the IPLE curriculum.

Evaluation – the "Debriefing"

While the enactment of the simulation should, in itself, be instructive to students, the post-game evaluation critique or "debriefing" is the most valuable part of the experience. A full class period should be set aside for this discussion. Students often become so involved in the role-playing that they fail to see the broad principles involved. The debriefing usually has a significant impact on the players. Therefore, the game operator should have observed the game carefully to prepare himself, noting who made decisions, deals, coalitions; whether the style was open or secretive; how pressure was applied; etc. Students who participated can be asked to respond to such questions as:

How did you feel about your specific role?

How did your role influence your interaction with others in the simulation?

What were your original objectives in your role? Did these change?

How realistic was the outcome?

Certain key figures in the game should be asked to report from their vantage point as participant-observers. Outside resource persons (e.g. a police officer for "Police Patrol") can also be invited to observe the simulation, and then in the debriefing speak from their perspective as actors in the real-life situations being simulated.

Debriefing is so essential that in most cases an outline for discussion, or some suggested questions, will accompany a simulation. This is not always true and, in any event, such a list should only be for reference. The game leader's own questions will be more pertinent and situational. The "Lobbying Game" includes specific tally sheets and report forms for lobbyists and Congressmen which can focus on which participants succeeded and who failed. The concept of "winning" is not always relevant to a simulation, and it is theoretically possible for everyone to end up a "winner," in a game like "Urbandyne," if they were each able to achieve the objectives they initially set for themselves. The end of this section (p. 47) includes examples of suggested wrap-up discussion questions for "Blancaville" and "Urbandyne," to aid the game operator in developing his or her debreifing style.

Designing Your Own Simulation Game

While the curriculum materials of IPLE provide a number of simulations, and many more are commercially available (see ABA's *Gaming* catalog, p. 167), the teacher may also wish to develop his own. The instructor knows best what objectives he wants to accomplish and the ability level of the class. The students might also become involved in designing a game as part of a class project. Steps to be taken in developing such a simulation are as follows:

1. *Define the problem area to be simulated.* This should involve both a topic area (e.g. state government, environmental pollution) and a process to be taught or understood (e.g. decision-making).

2. *Define the objective(s) and scope of the simulation.* What is the general context of the situation – geography, time duration, actors and types of action or functions involved? (e.g. to examine the electoral process at the local city level and see the influence of other local organizations on the election of mayor and council).

3. *Define the people and organizations involved.* Who are to be the principal actors and adversaries? They can have individual or group identities in either established or "ad hoc" organizations. People's identities can be represented by their jobs (e.g. mayor, salesman, local precinct chairman) or by their roles as consumers, citizens, voters, and so forth.

4. *Determine the actors' objectives, motives, or purposes.* This must be done in the context of the game's scope. (e.g. the primary goal of the incumbent mayor is to get re-elected).

5. *Determine the resources available to the players.* These may be defined in terms of time, energy, goods and services, money, authority, votes, or future bargaining power (e.g. a lobbyist could represent 50,000 members and have $200,000 available for political contributions).

6. *Determine the transactions to be simulated.* This is how the game is actually played. What are the playing time cycles? What rules of operation (in addition to the context and resources defined above) are needed to get participants from the starting point to the end?

7. *Formulate the evaluation method.* Are there criteria that need to be established for "winning"? How will the value of the possible outcomes be measured? Debriefing guidelines should be developed to cover all types of learning – emotional reactions of players as well as events and concepts.

8. *Prepare all necessary materials.* This involves creation of the final form of the game. Materials should include: a scenario (brief description setting the stage), player profiles, rules, a teacher guide, and all physical materials necessary to play the game.

F. MOCK TRAILS AND MOOT COURTS

Mock trials and moot courts are specialized types of simulations, particularly suitable for the IPLE class in law-related education. The mock trial represents the procedures of a court of original jurisdiction – a trial court – where the facts of the case are to be determined and a verdict rendered. Here students play the roles of defendants, witnesses, prosecuting and defense attorneys, judges, jurors, and so forth. A moot court simulates an appellate court proceeding where the concern is the interpretation of law and a lower court decision is to be upheld or reversed. In this simulation, attorneys for petitioner and respondent argue before a panel of judges or before the Supreme Court Justices.

These two formal methods of conveying an understanding of legal procedures or issues can be used separately or in conjunction with each other, depending on the teacher's objectives. In the "Tinker v. Des Moines" simulation, for example (INDIVIDUAL RIGHTS), a mock trial is followed immediately by the appeals phase of the same case. An outline of the step by step conduct of this simulation is included at the end of this section (pp. 48-49). As with other simulations, case background or role assignments must be given out well in advance. This allows justices time to review the main facts and issues in the case and to organize themselves for courtroom procedure to be followed. Similarly attorneys teams need time to research the case(s), confer with witnesses (at the trial level), and develop their strategy lines of argument for the court. Specific outlines of courtroom procedures follow.

The Mock Trail

In role-playing a mock trial, the following roles should be assigned.

1. Judge
2. Court officer or bailiff
3. The prosecutor or plaintiff's counsel
4. The plaintiff or victim
5. The defendant
6. The defense counsel
7. Witnesses
8. Jury
9. Court reporter (You may request that a tape recorder be available for the court reporter to use in recording the proceedings.)

The following procedures for conducting a mock trial have been simplified for use with students; modifications may be made.

1. *Opening of the Court.* The court officer or bailiff calls the court to order. "Hear ye, hear ye, the Court is now open and in session. The Honorable Judge _____ presiding. All persons having business before the court come to order. The case of _____. Are all persons connected with his case present and prepared? Are your witnesses present? Let the record show that all parties in the case of _____ are prepared.
2. *Selection of the Jury.* After the court has been called to order, a jury is selected. (You may wish to include more than 12 students as jury members in order to broaden student participation in the proceeding.)*
3. *Opening Statements by Attorneys.* Attorneys for both the prosecution (or plaintiff) and defense make 3-5 minute opening statements to the judge; first the prosecutor or counsel for the plaintiff, then the counsel for the defense. In his opening statement each attorney tells the jury what he intends to prove.
4. *Direct Examination and Cross-Examination of the Victim or Plaintiff and His Witnesses.* The victim or plaintiff is examined first by the prosecutor or his own counsel and then by the counsel for the defense. Each witness is sworn in by the court officer or bailiff as he takes the stand.
5. *Direct Examination and Cross-Examination of the Defendant and His Witnesses.* The defendant is examined first by his own counsel and then by the prosecutor or counsel for the plaintiff. Each witness is sworn in by the court officer as he takes the stand.

   Note: During #4 and #5, an attorney's questions to his own witnesses – i.e. direct examination – must be open-ended (e.g. "What were you doing Saturday night?"). Cross-examination, however, can include leading questions that yield a yes or no response (e.g. "Isn't it true that on Saturday night you were at the theatre?")
6. *Closing Statements by Attorneys.* After the period of examination of witnesses, the prosecutor or counsel for the plaintiff and then the counsel for the defendant give closing arguments, during which time both sides summarize their cases and attempt to convince the jury to make a decision in behalf of their client or position.
7. *Instruction to the Jury.* The judge instructs the jury on the relevant laws and directs them to retire and decide upon a verdict.
8. *Jury Deliberations.* The jurors retire, choose a foreman, and reach a decision or verdict. The jury's decision must be unanimous in most states, and if jurors cannot come to unanimous agreement they are called a "hung jury". In that case, the jury is discharged and a date set for retrial.
9. *The Verdict.* The judge receives the verdict of the jury.
10. *Adjudication.* The judge decides sentence, imposition of fine, disposition of juvenile, or award of custody, power, or money (as applicable in criminal or civil cases).

*The jury selection process itself could probably best be taught by involving the students in a simulation, with lawyers questioning and challenging prospective jurors. (See the "Jury Game", developed by the Constitutional Rights Foundation and distributed by Zenger Publications.)

The Moot Court

A Moot Court hearing is conducted as follows:

1. Each team of attorneys presents its oral arguments, petitioner (the party who brought the suit to the attention of the Court) and then respondent.
2. During or after each team's arguments, the members of the Court can and should question the attorneys closely so that their arguments may be clarified.
3. After all arguments have been presented and questioning has taken place, the Court Justices form a circle to discuss the arguments. The attorneys are free to sit around the outside and listen, but they cannot interrupt or in any way participate in deliberations since this phase is designed to simulate the "in camera" court deliberations, conducted in the privacy of the justice chambers. The Chief Justice should preside over the discussions. The Justices give their view of the case (issues, reasoning) in order of seniority (Chief Justice is always considered the most senior).
4. Each case should be voted on by the Justices, with decisions made by majority vote. The Chief Justice should preside over the voting procedure, deciding which issues will be voted upon. (In voting, justices vote by reverse seniority, from the most junior to the Chief Justice.)
5. The Court should then announce its decision(s) to the "attorneys", after which the class may engage in further discussion.
6. If the Moot Court is based on a real court case, the class should conclude by having the students read the actual text of the court decision.

   Note: The FAIR TRIAL V. FREE PRESS manual includes a moot court on three Supreme Court cases involving newsmen's confidentiality of sources. It follows the method outlined above.

G. VOCABULARY AND TERMINOLOGY

Students will encounter a variety of unfamiliar terms in their study of law and politics. Although the IPLE manuals keep unnecessarily difficult or obscure terminology to a minimum, there are probably many words the class will encounter for the first time. The proper and precise use of terminology is very important in discussing legal and criminal issues, so students should be encouraged to refer frequently to the glossary which has been included in this guide (pp. 197-201) and also to keep a page in their notes listing new words which are brought up in the readings or classroom discussion. Often, terms are used by both adults and young people who feel they are familiar with their meanings, but in reality there are important distinctions which must be made to avoid confusion: e.g. between felony and misdemeanor; larceny, burglary, and robbery; probation and parole; acquittal and dismissal; etc. Black's Law Dictionary or a similar volume is very helpful in drawing such distinctions and in defining terms.

One lively way of approaching a review of vocabulary at the end of a chapter or of the course is to set up a game of legal terminology charades. Either the teacher, a colleague, or one of the students will certainly have played charades. The only modification required is that the students limit the words or phrases to be acted out to legal or political terminology used in the course.

1. Divide, if possible, the class into 2 or 4 teams of 5-10 students.
2. Each member of each team should write 2 vocabulary words or phrases on separate pieces of paper to be folded and used by the opposing team. The teacher should decide the total number of words to be acted out.
3. The teacher should review the rules for charades and the allowable time limits before a team has to forfeit that word and accept the maximum time (3 minutes is a good maximum).
4. Have members of the pairs of teams alternate in attempting to act out the terms. The teacher or a student volunteer can keep time for each team. (Try to use a watch with a second hand.)
5. That team wins which takes the least total time to finish guessing the predetermined number of words.

H. EXPERIENTIAL AND OTHER STRATEGIES

1. *Small Groups*

   In large classes it is difficult to involve all the students in a discussion without the more vocal ones dominating the rest. Whenever possible, the class should be divided into small discussion groups, with a representative from each group designated to report back to the entire class.

   This approach heightens student interest and involvement in the subject matter. The small groups might be given specific tasks to accomplish, such as to develop the prosecuting or defense attorney's arguments in a specific case.

   A particularly useful technique in small-group discussions is *the fishbowl.* As the name implies, some of the students are the "fish" inside while others remain outside the "glass" and look in. The teacher selects a small number of students to sit in the middle of the room to discuss or debate a particular question. The rest of the class arrange themselves around the outside of the small circle as observers and listeners to monitor the discussion. They may even keep written notes on the course of discussion or participation by individual students within the circle. After a while, the teacher has the students reverse roles, with the observers becoming participants and vice versa. (Example of fishbowl in telephone lobbying role-play exercise is given on pp. 45-46.)

2. *Peer Teaching*

   Individuals or small groups can be assigned (or will volunteer) to do in-depth research on particular subject areas not covered adequately in the core text or manual. They can then be effectively used as peer teachers, sharing their knowledge with other students. They may even prepare a one or two-paged ditto master summarizing their findings or statistical data which can then be duplicated and handed out to the rest of the class for reference. The peer teaching approach is particularly useful when small student "task forces" have had the opportunity to interview individuals or have had actual field experiences in community justice agencies, and are ready to report back to the entire group on what they learned. Students can also be used in teaching many of the lessons and conducting many of the classroom activities included in IPLE manuals. An additional application of this method is to use IPLE students in teaching lessons on citizenship education in non-IPLE classes and even in other schools. Peer teaching can help students develop in their responsibility, communication skills, and creativity, as well as their knowledge of the particular subject area. The basic premise is that when we teach, we learn.

3. *Films*

   Many useful filmstrips and films are currently available in the field of law-focused education; some are listed in the bibliographies of IPLE manuals. All films should always be previewed by the teacher before classroom use. Teachers usually show an entire film and then follow it with questions. This is not always the most effective method, since questions and issues will come up during the film, especially if it depicts a case study or a sequence of procedures involving criminal law. In previewing the film, determine the particular points (e.g., after the incident has occurred, after the lawyers' arguments, etc.) at which the film can be stopped for discussion of the facts or issues involved, when it is being shown to the students. This technique is particularly appropriate in using the Encyclopaedia Britannica "Living Bill of Rights" series of films on such cases as *Gideon, Feiner,* and *Sheppard.*

4. *Outside Speakers in the Classroom*

   Outside personnel can be invited to school to give in-class presentations and conduct question-and-answer sessions, as a change of pace, for amplification on a particular subject, and to provide students direct knowledge of people involved in the judicial process. Such resource people should be carefully selected and their purpose in being there should be precisely defined to avoid later difficulties. Resource persons do not have to be so-called "V.I.P.'s." For instance, an interesting class discussion can arise with a few young people who had spent a month in the county's detention center, or a local merchant talking about his problems with shop-lifting. For a more detailed discussion on the use of outside speakers as a classroom teaching strategy, see the section of this guide devoted to use of outside resources, pp. 51-53.

5. *Specific IPLE Classroom Activities in Voter Education*

   The IPLE curriculum manual on VOTER EDUCATION contains suggested ideas and supporting material for conducting a number of special in-school educational activities as part of an election campaign. These include such projects as:

   - High School Voter Registration of 18-year-olds
   - An Election Information Center
   - A Campaign Issue Analysis Center
   - A Student Simulated (Mock) Election
   - An All-School Political Education Assembly
   - Analysis of Subtle Bias of the Media

   To avoid repetition of information here, teachers should refer to the specific sections of the curriculum guide which contain all the necessary "how-to" information (suggested organizational strategies and operating procedures), sample forms, and ideas for involving some or all of their students in these activities.

EXHIBIT: SAMPLE INQUIRY-ORIENTED GUIDED DISCUSSION TECHNIQUES

This exercise is a step-by-step guided classroom discussion using the inquiry method of questioning. The primary responsibility for the teacher is to: (1) describe situations where there is a need to develop policy; (2) help students see the dimensions of a problem by clarifying values, interests, and reasoning; (3) help students shape a policy which can be applied to a variety of different situations.

SCHOOL DRESS REGULATIONS: A POLICY-MAKING EXERCISE*

STEP 1: Objectives – Given situations which involve possible conflict between the authority and responsibilities of school principals and the individual freedom of each student to set his or her own clothing and grooming standards, the student can identify the conflicting values, interest, and principles.

GUIDING QUESTIONS	RELEVANT RESPONSES
A. Imagine that you are a citizen in a direct, constitutional democracy.	
Suppose that you are a parent living in a small community where you make most of the rules not only for yourself, but also for people in your government such as your mayor, councilman, judges, police officers, and members of boards of education. You also make rules for people who are appointed to offices such as school principals.	
B. Would you as a citizen give the principal of your children's school the power to make any rules he wished about the kinds of clothing and grooming standards your children must obey while at school?	
Suppose I am the principal of your children's school. Would you give me the power to make any rules I wished about what kinds of clothes your children could wear to school or how they should cut their hair or groom themselves while attending school?	Yes or No **General Comments** Students should be free to wear whatever they wish and to appear as they wish. The decision should be up to each student and his parents. The principal should be able to control any student whose appearance causes a disruption of the educational process. The principal should be able to make any rules he wishes.
C. Should there be any limitations upon the power of the principal or upon the rights of students to appear as they wish?	
If a student answers that a principal *should not* be able to make any rules governing dress or appearance in school, lead him to understand that it may be necessary to have such rules to preserve the order in the schools so the educational process will not suffer. You might do this by asking such questions as the following:	
D. Should there by any limit on what students wear to school or on how they groom themselves? Why?	
Suppose a student wore a suit of armor to school that squeaked so loudly that no one in class could hear what was being discussed. Should the principal be allowed to ask him either to change his clothes, oil his armor, or leave school? Why?	Principals should be able to regular clothing and grooming if it: Interferes with orderly conduct of schools. Violates health standards. Violates other laws of the general public.

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GUIDING QUESTIONS	RELEVANT RESPONSES
E. Should there by any limit on what rules the principal can make regarding student dress and grooming? What kinds? Why?	
If a student answers that the principal should be able to make *any rules he wishes*, lead him to understand that it may be necessary to limit the principal's power to prevent arbitrariness, to protect individual rights, and to limit governmental interference in areas which are normally considered private. You might ask such questions as the following:	
Should the principal be allowed to require all girls to wear mink coats to school? Why? Why not? Should he be allowed to require all boys to shave their heads? Why? Why not? Should he be allowed to make rules:	
Saying "offensive clothing" cannot be worn? Why? Why not?	
Saying all people who wore shorts yesterday will be punished? Why? Why not?	
Favoring one group rather than another? Why? Why not?	
Should he be allowed to change his rules daily? Why? Why not?	
Or not to make clear rules the students can understand? Why? Why not?	
	Students should respond that there should be some reasonable limits on his power and that is is usually not considered fair to have rules that:
	Require the impossible.
	Are not clear.
	Are not revealed to those expected to adhere to them.
	Are changed too often.
	Are not in accord with social values and customs.
	Are making something already done punishable which was not clearly stated as wrong before it was done.
	Limit acts normally considered private and not the business of government.
	Are not necessary.
	Are not part of his role.
F. What are the interests and values that are in conflict?	
What interests and responsibilities of the principal are in conflict with those of the students?	
What interests and responsibilities of students are in conflict with those of the principal?	
	The principal's interest and responsibilities are such as:
	Helping students gain an education.
	Protecting the rights of all students to express their individuality within reasonable limitations.
	Protecting the rights of parents to determine their children's clothing and grooming standards within reasonable limitations.

GUIDING QUESTIONS	RELEVANT RESPONSES
	Protecting the interest of teachers who wish to be able to work in an orderly school.
	Enforcing the laws of the community regarding appearance, and health codes.
	Students' interests and responsibilities may include:
	Interest in expressing themselves through their grooming and the clothes they wear.
	Interest in getting an education without unreasonable interference.
	Interest in being treated fairly by those in power.
	Interest in maintaining some of their behavior as private – their own – not to be determined by authorities without good reason.

STEP 2: What would be a good rule to give the principal enough power to do his job and at the same time protect the interests of students who wish to express their individuality through their grooming and the clothes they wear?

What rule would you suggest to give me, your principal, the power I need to keep the school orderly so students can learn, and at the same time, protect your right to express yourself by wearing the kinds of clothes you want and by grooming yourself as you wish?

(Discuss the rules suggested by students in terms of their openness to interpretation, the amount of discretion given the principal, the amount of evidence needed, and so on. Then let the class decide upon a rule by majority vote.)

Examples of rules might be:

Principals can limit any student's right to wear clothes or groom himself if they feel these things might cause a disturbance in the school.

Principals can exclude students from school if their clothing or grooming creates a disturbance.

Principals can exclude a student from school if his clothing or grooming is clearly creating a disturbance that cannot be controlled by school authorities and interferes with the educational process.

STEP 3: *Objectives* – Given the above rule, students should be able to suggest means by which it might be enforced and means by which conflicts over its interpretation and application to particular situations might be managed.

Suppose you think that I, as your principal, am not obeying the rule you have made and that I am unfairly limiting students' rights. What rules would you make to cover this kind of situation?

Students might suggest such procedures as:

1. The right to appeal to: Other authorities in the school system. Parents' groups. A court of law. An ombudsman.

2. Political actions such as: A delegation to visit the principal. Petition. Demonstrations. Use of news media to shape public opinion.

EXHIBIT: SAMPLE CASE BRIEF

The information below is a good illustration of the types of things a case brief should contain and how they might be arranged. It is not necessary to include a summary of the dissenting opinion but it is often helpful to understand the reasoning of the dissenters, especially, as here, where the Court is divided five to four. The dissenters may be writing majority decisions should the composition of the court change.

WOOD V. STRICKLAND, 420 U.S. 308 (1975)

Facts:

Peggy Strickland and Virginia Crain were sophomores at Mena Public High School, Arkansas, and were members of the Home Economics class there. They were responsible for providing refreshments for a meeting of this group after school hours, but on school premises, to be attended by both parents and students. Peggy, Virginia, and a third girl decided to "spike" the punch they would serve and, since their school is located in a "dry" county, drove across the border to Oklahoma where they purchased two 12-oz. bottles of a malt liquor and six 10-oz. bottles of a soft drink. Having mixed these together in an empty milk carton, they returned to school where they served their "spiked" punch with some misgivings, but with no apparent effect.

Mena Public H.S. had in effect at that time a regulation prohibiting the use or possession of intoxicating beverages at school or school activities. Any infraction of this rule was to result in suspension from school for the balance of the semester, with the suspension and the reason for it noted on the student's permanent record card.

Ten days after their prank, Peggy and Virginia were questioned about the "spiking" incident by the teacher in charge of their Home Ec group, Mrs. Powers. On her advice they reported their misconduct to the principal who suspended them for a maximum two-week period, subject to a decision by the school board.

The school board dealt with the matter at two separate meetings. At the first meeting, leniency for the girls was recommended by Mrs. Powers and by the principal, but that recommendation was withdrawn when they learned that the third girl involved in the punch spiking had been in a fight at a basketball game the very evening of the board's meeting. The girls were then suspended for the balance of the semester, about three months. Neither the girls nor their parents were present at this meeting, but they did attend a second one, held two weeks after the first. At that time, the board voted to adhere to its original policy and continue to enforce the suspension.

Strickland, *et al.* claimed in District Court that their federal Constitutional right to due process had been abridged by their suspension and sought money damages from the school board members for this infringement. The court found for the board members, on the grounds that, without proof of malice, they were immune from liability because they had been acting in an official capacity. The Court of Appeals (8th Circuit) reversed that judgment and remanded the case back to lower court. Strickland *et al.* appealed to the Supreme Court.

Issue:

Whether Arkansas school board officials were liable for damages to students for abridgement of their constitutional rights if the students were unfairly suspended from school.

Arguments:

1. Counsel for the girls argued that their suspension was in violation of constitutional due process requirements and that the responsible school board officials owed them money damages for that violation.
2. Counsel for the board members asserted that, as they had been in the line of duty when they acted to suspend the girls, they were immune from liability for their actions.

Reasoning of the Court:

1. There is a qualified immunity from liability attached to public officials when acting in good faith in the course of duty: "It is the existence of reasonable grounds for the belief formed at the time and in light of all the circumstances, coupled with good faith belief, that affords a basis for qualified immunity of executive officers for acts performed in the course of official conduct." *Scheur v. Rhodes,* 416 U.S. 232, 248 (1974).
2. Not only do case law and common law support the notion of qualified immunity, but there are strong public policy reasons for the recognition of such a principle:
   a. to avoid intimidation of executive officers faced with policy decisions;
   b. to avoid the necessity for executive officers to sustain liability – money damages – for their good faith conduct, else school boards would be entirely comprised of the independently wealthy;
   c. to ensure that people of high intelligence and good character will continue to volunteer for and assume positions of public responsibility.
3. *BUT* – "Ignorance is no excuse;" that is, immunity from liability does not extend to school officials who act in ignorance of student rights of which they *should* be cognizant.

Decision:

For Strickland *et al.*

"In the specific context of school discipline, we hold that a school board member is not immune from liability for damages. . .if he knew or *reasonably should have known* (emphasis supplied) that the action he took within his sphere of official responsibility would violate the constitutional rights of the student affected, or if he took the action with the malicious intention to cause a violation of constitutional rights or other injury to the student."

Dissenting Opinion:

Chief Justice Burger and Justices Powell, Blackmun, and Rhenquist dissented on the grounds that the standard set by the majority for immunity from liability for executive actions was too harsh and left little substance to the doctrine of qualified immunity.

They expressed the opinion that responsible, qualified persons might no longer voluntarily seek school board positions if they feared they would have literally to pay for their good faith decisions.

EXHIBIT: SAMPLE OF CASE STUDY METHOD

FOUNDATIONS OF LAW (EAST AFRICAN CASE)*

1. Hand out the following hypothetical case and have students read it over on their own.

   Facts

   A young man in a remote village, uneducated in the Western sense, is charged with murdering a relative, an old woman. He admits killing her but says he did so in self defense: she was a witch, sworn to kill him by incantation.

   The story told by the young man is that one of his children came down with an unknown illness, weakened mysteriously, and died. By tribal custom the old woman, his relative, should have prepared the funeral rites, but she did not do so. When he asked her why, she said she had cast a spell on the child and would kill all his family.

   Then another child sickened and died. The man confronted the old woman and demanded she stop. She laughed, looked hard at him, and said she would see that he died before sundown that day. He went away, found an axe, crept into the old woman's hut, and killed her. Then he turned himself in to the head man.

   The young man was convicted and sentenced to death.

2. Have students write down in class (or for homework):
   a. A list of the facts in the case (as we know them from handout)
   b. The *issues* involved
   c. What *decision* they would reach (assume that students are members of an outside tribunal)
   d. The *opinion* — i.e. why the decision turned out to be what it was.

   Students should assume only the facts as given. Note that some of the facts may be hearsay and should be stated as such:
   e.g. "The young man said that. . ."

3. After sufficient time the teacher should go over the points listed above. First, *what are the uncontroverted facts? What happened?* List them on the board or projection as students volunteer their responses, taking time to discuss each one.
   e.g. He killed the woman, after creeping into her hut.
   Two children died.
   Alleges self-defense.
   Convicted at trial level and sentenced to death.
   Man turned himself in.
   The accused has non-Western background
   etc.

4. Have students try to separate the important from the unimportant facts.

5. Ask them *what facts can be inferred* as reasonable assumptions (students should support their responses) (e.g. He thought woman would kill him.)
   Can it be inferred that there is a tribal belief in witchcraft? (Not really. It is not given and cannot really be assumed.)

6. Use the witchcraft question to lead into a discussion of *what facts are not given that we need to know?* (i.e. the "missing facts.")
   e.g. What did children die of?
   Did other children die mysteriously during this period?
   Does the tribe believe in witchcraft?
   What are the general customs and ways of this tribe?
   Is there a difference between witchcraft used as a power to heal rather than to kill?
   Was the woman a witch? If so, what kind?
   Does the tribe have laws against evil witchcraft?
   If so, is the young man the proper person to enforce these laws or should he go to the headman first?

7. Turn discussion to *issues* involved. The most critical part of any case study is the issues. The decision in a case is based on what the issue(s) is/are perceived to be. In asking the students to give the issues, have them define and frame them into "Whether or not. . ." statements.
   e.g. Whether or not the murder of the woman by the man was self-defense?
   Whether or not a Western Court should apply Western standards?
   Whether or not witchcraft was involved?

   Ask class: Assume that the man honestly believes in witchcraft — how many would support his claim of self-defense? What is the Western definition of "self-defense"? (Whether a reasonable person would believe that to do otherwise would lead to imminent physical harm to himself resulting in death.) Is this ridiculous — i.e. if you're in danger of death, how can you be expected to act "reasonably"?)

8. Hand out the three opinions of the High Court judges and have the students read them over.

   On appeal, three judges of the High Court differed.

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*An adaptation from a lesson presented by Norman Gross, Director of the ABA Special Committee on Youth Education for Citizenship at an IPLE Workshop on Legal Education (April 2, 1974). From *Individual Rights* manual.

The Three Opinions

The first judge said he would not question the sincerity of the accused: doubtless he really did believe in witchcraft, and thought he would die unless he killed the old woman first. But a belief in imminent physical danger could be accepted as a defense to murder only if it were reasonable. The law of this new African republic was still based on the common law of England, and that meant the test was what a reasonable man on Piccadilly would believe. No reasonable Englishman believed in witchcraft. The conviction should be affirmed.

The second judge said the first was practicing neo-colonialism: a new African state could not be bound in its law by what the mythical reasonable man on Piccadilly believed. Clearly this defendant's belief was reasonable in his culture. Conviction should be reversed.

The third said both his judicial colleagues were wrong in their approach. English rules should not be rigidly applied, but it would be just as bad for the new state to accept primitive beliefs as a standard. The court should take a pragmatic approach and decide the case in the way most helpful to the country. That was to uphold the conviction but reduce the sentence to a moderate prison term, thus teaching that belief in witchcraft was not a good defense but allowing time for that principle to become understood.

9. Ask students which judge they agree with and why? (Take an informal poll through a show of hands: how many agree with the first judge? the second? the third? any dissenters or fourth alternatives?)
   Note: It can be inferred from the decisions that witchcraft is accepted in tribe.

   What did the judges say about the young man's beliefs in witchcraft? (They said the beliefs were sincerely held.)

10. Each judge represents a different approach to law.
    a. Judge #1 is practicing *Positive Law* (applying the law to the particular case before him – in this case, what a resonable Englishman would do.)
       Note: In the poll of student reaction, you will probably find very few who sided with the first judge. Ask students why more did not agree with #1, since he was only "doing his job" as we traditionally view the role of a judge – i.e. to apply the law to the case.
    b. Judge #2 is following what is called *Sociological Law* (accommodating the law to particular circumstances – defining the law according to what he thinks it should be in the situation). He even makes political judgments, referring to "neo-colonialism".
       Note: Probably many students will side with judge #2. Why such popularity? Did the students apply the principle of "what a reasonable man would do" but change the location from Piccadilly to an East African tribe?
    c. Judge #3 is practicing *Legal Realism* (applying or blending custom with law). Many issues in the law are a balance of countervailing forces. This judge says that British law has certain criteria for what constitutes self-defense, but this has to be modified under the circumstances.
       Ask class: What is judge #3 trying to do in his decision? (– achieve a compromise; – set a precedent).

11. Ask students: Why not include a #4 – *Natural Law* (a higher law exceeding the written law being applied, such as that recognized in upholding claims of conscientious objectors to military service)?

    The judges could have said that none of the approaches was satisfactory, thereby taking the case out of the realm of the legal system altogether.

12. Point out that there are many different approaches to the question and that arguments can be made for each decision.

    In any case under study, students should investigate what kind of an approach to law is being used by the judge. The particular East Africa case is good for several reasons: it is complicated (crime, witchcraft, etc.); it considers the question of what is a "reasonable" defense; it deals with the issue of a clash of cultures (comparing and contrasting laws from different countries and cultures can be very enlightening).

13. In conclusion, point out that there are two results of any case in a "common law" legal system:
    a. guilt or innocence of the individual involved is determined;
    b. a precedent is set for future cases of a similar sort.

    Every case makes law for society. We need to look at a case's effect on the law. Ask: What would be the long-term effects of various decisions possible in the East Africa case? (e.g. What precedent would be set by Judge #2?)

    Reference: Article by Anthony Lewis, "Law and Policy in East Africa," from *New York Times*, January 3, 1970.

EXHIBIT: SAMPLE OF VALUE SURVEY (with instructions)

VALUE SURVEY: WHAT DO YOU THINK?

To the teacher:

The purpose of the overall student value survey ("What Do You Think?") is to stimulate thinking on a variety of issues – many of them controversial – which are covered in this curriculum manual.* It should serve as a motivational device for later study by creating student interest in the topic of juvenile law and justice. The following format is suggested for using this survey:

1. Have each student complete the opinionnaire on his or her own *in class.* This is to insure that the students do not discuss each other's responses in advance of completing their own work.
2. Have students pair off to discuss their responses in a one-on-one basis. This will allow each person a chance to express his opinion without having a few of the more verbal ones dominate the class.
3. Use the tally sheet to tabulate the responses for the entire class. So that this procedure can be expedited to avoid extra time in class, two or three smaller groups may be formed with a student from each one designated to record the responses. The final tally should then be compiled and presented to the class. Students are often surprised to discover the range of opinion among their peers. They may assume that everyone feels the same way on most issues when it is not at all true.
4. A discussion can be conducted based on the results of the survey. Where the opinions of the class are virtually unanimous (e.g., 80-90% of the responses on an item being SA's and A's . . . or SD's and D's), it may not be necessary to have lengthy discussion of the issue. However, a free and open dialogue among students should be encouraged in the class where there is widespread divergent opinion in the responses to a particular statement. The teacher's role should be simply to facilitate input by encouraging students to express their opinions and support them. No attempt should be made to challenge student opinions or to reach any consensus at this time. The sole purpose of the discussion is to introduce the class to the scope of issues which will be covered later in the curriculum.
5. *Note:* The tally sheet of student responses should be kept on file so that the teacher can refer back to these results as particular issues come up later in the curriculum, comparing attitudes before and after the topics are studied in depth. The survey can also be administered at the end of the study of *Juvenile Justice* to measure attitudinal changes which have taken place.

*From IPLE *Juvenile Justice* manual.

Tabulation of Reactions (tally sheet)

Student Value Survey

	SA	A	U	D	SD
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					

After reading each of the statements below, mark the appropriate letter(s) in the blank space which most accurately reflects your opinion of the statement. There are *no right or wrong* responses. The statements are designed to stimulate your thinking on many of the issues which will be considered in this curriculum.

SA=Strongly Agree. A=Agree. U=Uncertain. D=Disagree. SD=Strongly Disagree.

_____ 1. High school students should be permitted to dress in any manner they please as long as standards of health and safety are maintained.

_____ 2. School authorities should be permitted to search student lockers without notice in order to uncover evidence of drug traffic on school grounds.

_____ 3. Students who are married and/or pregnant tend to detract from an effective atmosphere for learning in the classroom.

_____ 4. State and local police and law officers do not have the right to be stationed on school property, even if there is a threat of disruption.

_____ 5. When a school provides financial support for the student newspaper, the administration should have the right to censor articles which they consider in poor taste or as reflecting negatively on the school community.

_____ 6. A student's complete permanent record file should be open to his or her examination while in high school or afterwards.

_____ 7. Since a school is a special case (legally speaking), normal rules of due process, such as a formal hearing and witnesses, are not necessary before a student can be suspended.

_____ 8. A school which allows military recruiters or J.R.O.T.C. should also permit draft counselors or representatives from peace groups to meet with students in school.

_____ 9. Since they are the ones most directly affected, students should have a role in determining the hiring and firing of teachers in a school system.

_____ 10. There should be some restraints against a young person obtaining birth control information or devices without consent of parents or physician.

_____ 11. Police get criticized too often by young people for just trying to do their job honestly and fairly.

_____ 12. Parents should be held legally responsible for the actions of their children, whether in school or out.

_____ 13. If parents and teachers would only be more strict, young people would grow up respecting law and authority.

_____ 14. One way to solve the drug problem is to sentence pushers to twenty-five years in prison.

_____ 15. Television and newspaper reports of crimes and movies like "The Godfather" tend to encourage violence among youths.

_____ 16. A reduction in the legal age for driving would reduce the large number of auto thefts by young people.

_____ 17. If a young person runs away from home resulting in an extensive police search, he should be charged by the courts as a runaway to discourage others from doing this sort of thing.

_____ 18. Except in rare circumstances, children should obey their parents.

_____ 19. The "X" and "R" ratings for motion pictures, which limit attendance by young people, serve as useful guidelines for parents in deciding on suitable entertainment for their children.

_____ 20. Drug addiction and alcoholism should be treated under the law as medical problems and not criminal offenses.

_____ 21. In our justice procedures, the distinction between juveniles and adults work to the advantage of young people by shielding them from the brutal aspects of the system.

_____ 22. Delinquent behavior is mainly a lower class, urban slum problem.

_____ 23. Most young people who get caught in delinquency really *want* to be discovered and helped.

_____ 24. The existence of juvenile detention centers, reform schools, and prisons discourage or deter young people from committing crime.

_____ 25. There should be a set penalty for each youthful offense with little or no discretion left to the juvenile judge as to what the sentence should be.

_____ 26. Some element of punishment should be a part of any good prison rehabilitation program.

_____ 27. Shoplifting is really not "ripping off the establishment" but rather larceny or theft; therefore, shoplifters should be prosecuted to the fullest extent of the law.

_____ 28. The personality and behavior of a child is determined by the atmosphere within his home and the roles his parents play in discipline and setting standards of conduct.

_____ 29. A juvenile should be given a trial by jury for any offense for which an adult criminal would be tried.

_____ 30. When you get right down to it, your chances of receiving justice are determined almost entirely by your age, sex, color, and wealth.

EXHIBIT: SAMPLE VALUES CLARIFICATION EXERCISE (use of continuum line)

ACTIVITY – FREE SPEECH AND YOUTH*

Ray Brown is a senior at Public High School. Ray is black and has been very active in the Afro-American Society during his years at the school which is co-ed and has an evenly balanced racial composition. Ray feels that racism pervades the entire school system and that it is especially evident in the principal of his school. Below is a list of possible methods by which Ray could express his concern and dissatisfaction.

1. Ray is speaking on the corner near the school calling for the end of racism.
2. Ray, in front of the school, hands out leaflets to the students as they enter the school. The leaflet, in an obscene and violent manner, accuses the school of racism and characterizes the principal as a racist pig.
3. Ray uses a sound truck to express his views in front of school.
4. Ray pickets in front of the school with a sign saying "End Racism."
5. Ray seeks permission to speak about racism to the student body at a school assembly.
6. Ray buys space in the school newspaper to express his views.
7. Ray gets up at halftime of a basketball game and begins speaking about racism in inter-scholastic athletics.
8. Ray enters the school library and asks for a book on racism in America. When the librarian tells him there is no such book, he sits down and refuses to leave.
9. Ray decides to express his displeasure by refusing to speak at any time during the school day.
10. Ray comes to school dressed like a five-year old declaring, "I will not dress like a man until I am treated like one."
11. Ray enters the school wearing a black armband to protest its racist policies.
12. Ray burns the American flag in front of the school saying, "I will not respect this flag until the U.S. stops its policies of domestic colonialism."
13. Ray throws a rock through a window into the school. On it is written the message, "End Racism."
14. When the school committee refuses to replace the principal, initiate black studies, or hire more black personnel, Ray puts a bomb under the building and blows it up.

*The above activity was adapted from a presentation given by Norman Gross of the American Bar Association's Committee on Youth Education for Citizenship and is used here with his permission. From IPLE *Individual Rights* manual.

Directions:

1. Have students mark each item on the list according to the following designations:
   - DP – definitely protected
   - P – protected
   - NS – not sure
   - NP – not protected
   - DNP – definitely not protected

   They are to mark the items on the basis of what they believe to be activities which are or are not protected under the First Amendment guarantees of freedom of expression.

   At this point, the teacher can, if desired, conduct an informal, show-of-hands tally of individual responses to a few of the activities listed for Ray Brown.

   e.g.

	DP	P	NS	NP	DNP
1	////	//	///	𝍸 //	////
3	𝍸 /	///	𝍸	////	//
4	𝍸 ///	///	//	////	///
9	////	𝍸	𝍸 //	///	/
14	//	///	/	////	𝍸 𝍸

2. After doing this, have them design a continuum along which they list the activities to clarify their perception of freedom of speech, e.g.

12	1	4	13	6	7	9	8
DP			NS				DNP

3. Have students break into small groups to compare and contrast their individual responses to the above questions. One way for them to do this is for each group to prepare a continuum as in #2 above, on which they can record the number and/or names of persons at each point on it. Students should examine the scope of the First Amendment by discussing in the groups why they consider some items more protected than others.
4. After an appropriate amount of time, assign each group one of the incidents on the list and have the students list why Ray would or would not be protected. Also have them indicate what additional facts about the situation are needed to make a decision. They can add further details if relevant. For instance, on item #2, have the group give an example of the limits to which the leaflet could go. Item #6's group should, if possible, visually depict what the space in the school paper would look like. Each group should select a representative to speak on their behalf. In the discussion on the items, the following format is recommended:

   a. presentations by representative of group;
   b. further comments from other members of his group;
   c. dialogue with the rest of the students in the class.

*EXHIBIT: SAMPLE ROLE-PLAYING EXERCISES**

Example A: REGISTRATION CANVASS

In conducting this exercise, the instructor should:

1. Define the role of each player.
2. Set the environment.
3. Keep the action moving.
4. Provide sufficient time for discussion after each segment so that students can evaluate themselves.
5. Impress on students the rules for dealing effectively with the public.
   a. Keep cool and calm.
   b. Be polite.
   c. Be factual.
   d. Answer questions as best you can, but do not make speeches or waste time trying to make converts.

Players: Student canvasser
Resident (may play the role as cooperative, hostile, ultra-conservative similar to an Archie Bunker type.)
Alter ego for resident
Alter ego for canvasser
Observer.

Setting: The front door where a resident and the canvasser are standing.

ACT I

Canvasser: Makes opening speech.

(Observer should take notes on whether or not canvasser properly introduces himself, the Institute, and the purpose of his visit in such a manner that a resident would have a positive reaction).

Hostile resident: "I'm too busy for any questions, and I'm not interested in voting.

Dialogue should be allowed to continue while student gives some positive information on need for voting, reasons for community involvement, etc., and resident responds still in a negative fashion.

Instructor should now stop action and briefly review what has taken place. Then he should introduce an alter ego for the canvasser and the resident. He instructs each one to stand next to his assigned player and, by listening very carefully to what the other character is saying, offer arguments for "his" character to use.

ACT II

Canvasser: "To have a say in government, you need to vote and you must register first."

Alter ego for hostile resident: "What difference does my vote make anyway. Politicians are all the same."

Hostile resident: repeats "What difference does my vote make. . ."

Allow the 4 players to continue drama for 3 or 4 minutes. Then have interviewer and resident exchange places and run through the scene again. It is important for students to play all roles to better understand various reactions.

Discussion: The discussion should bring out the students' need for facts and courtesy particularly in hostile circumstances.

1. Have observer report what he heard and saw. How confident was each player? What were the key points given by each player?
2. Have each player critique his "performance."

Example B: TELEPHONE LOBBYING

To gain true insight into lobbying techniques and to prepare for lobbying, students can use the following training device.

In conducting this exercise, the instructor should:

1. Define the role of each player.
2. Give each player five minutes to prepare.
3. Keep the action moving.
4. Provide sufficient time for discussion so that students can evaluate themselves.
5. Impress on students the rules for dealing effectively with legislators.
   a. Be calm and poised.
   b. Be polite.
   c. Be factual.

Players: Student lobbyist
Legislator (should play role as neutral or opposing the bill, but most importantly the legislator must keep asking questions).
Alter ego for lobbyist
Alter ego for legislator
Observer (may be selected student or entire class).

Setting: Have student lobbyist and legislator sit back-to-back with other students in a circle observing the exercise of the lobbyist telephoning the legislator to seek his support on a bill. This "fish bowl" technique will permit the class better visibility and should enhance the atmosphere of participation.

*These exercises may be audio and/or video taped to enhance student self-evaluation.

ACT I

Lobbyist: Makes introductory comments. (Observers should take notes on whether or not lobbyist properly introduces himself, explains his position factually and adequately, acknowledges the legislator's status.)

"Hello, Assemblyman Jones? I am Miss Janice Martin from your district. I'm working with Citizens for Equitable Educational Funding and support the Bill #402 to provide more money to local school districts. May I have your views?"

Legislator: "I appreciate your calling and sharing your views. I have concerns on the total cost of the bill to taxpayers and haven't made up my mind. How many members are in your group, and what facts do you have in support of your position."

Dialogue should be allowed to continue while lobbyist provides information and legislator keeps asking questions. Instructor should now stop action and briefly review what has taken place. Then he should introduce an alter ego for the lobbyist and for the legislator. He instructs each alter ego to sit next to his assigned player and by listening very carefully to what the other character is saying, offer arguments for his "character" to use.

ACT II

Lobbyist: "Since we agree that adequate and equitable school funding is certainly necessary, Assemblyman Jones, what recommendations would you make as to whom I should contact to gain support for the bill?"

Alter Ego for Legislator: (Whispers). "The speaker of the Assembly and the Chairman of the Education Committee should certainly be contacted."

Legislator repeats: "The speaker of the Assembly. . ."

Allow the four players to continue the drama for three or four minutes. Then have lobbyist and legislator exchange places and run through the scene again. It is important for students to reverse roles to learn each viewpoint. With each "replaying," confidence is built.

Discussion: Have observers report. They should give information on:

- How confident was each player?
- What were the key argument of each player?
- What other points might have been given?

EXHIBIT: SAMPLE SIMULATION GAME DEBRIEFING TECHNIQUES

Example A: "URBANDYNE" DISCUSSION AND EVALUATION

1. Begin the evaluation by asking each team to spend five minutes discussing among themselves their:

   Objectives in the game and how these changed.
   Perception of the identities of themselves and the other teams.
   Internal organization as a team and their ways of relating to other teams.

2. Suggest the original thinking on who the colors represent, and invite their comments.

   Yellow=prosperous establishment
   White=middle to lower-middle class and ethnic groups
   Blue=middle class blacks
   Red=poor blacks and other poor minorities

3. Interpret the final board position. For example:

   Has the city destroyed its parklands?

   What sort of economic problems developed: Unemployment? Lack of city funds? Inadequate welfare? How did the growth of industry relate to the growth of population and the condition of the city?

   Has the middle class minority team (Blue) assisted or cooperated with the lower class minority team (Red)?

   Has the wage differential between Yellow and White, and Blue and Red been eliminated?

   Has the ward system encouraged under-representation of minority teams?

   Did the suburbs become isolated from the city, playing their own game?

   What issues commanded the most time and effort, and what other issues emerged or were slighted as a result?

   Remove all Blue and Red Population from the board to demonstrate their degree of involvement in the life of the city. Can the game continue without them?

   Point out anything that struck you as unusual in the playing of the game.

4. In light of the above, invite more general discussion around such topics as:

   Are we trapped by our own history? Are they? Are you?

   What is the relationship between the interpersonal emotions displayed in the game and the behavior of social groups in the real world?

   What should the city be, and does anyone ever operate out of such a conception?

Example B: "BLANCAVILLE" DISCUSSION QUESTIONS FOR WRAP-UP SESSION

1. Was the outcome realistic?
2. Ask various individuals to explain their feelings as they played their parts (A. A. Mann, Torie, and Schrewd).
3. Ask Commissioner of Community Affairs to explain his feelings. Then ask his staff.
   Note: They should emphasize their powerlessness to make the actual decision.
4. Was there any political dilemma for the Mayor or Councilmen?
5. What kinds of actions did the state and federal representatives take?
6. What didn't they do?
7. Who made the decision?
8. Where does political power in a community lie?
9. Discuss any interesting individual roles. Were they realistic? humorous? disruptive?
10. Did anyone feel frustrated during the game? Why?
11. Were participants pleased with the outcome? Why?
12. What would happen to this issue in this city (or this section of town)?
13. Are there any alternate solutions?
14. What purposes do hearings perform?
15. Are decisions made in formal meetings?
16. How many people changed sides during the game?

EXHIBIT: SAMPLE MOCK TRIAL AND MOOT COURT INSTRUCTIONS

ACTIVITY: *Tinker v. Des Moines* MOCK TRIAL/MOOT COURT

(*Note:* If the activity outlined below is used in class, it should precede any discussion of the actual Supreme Court opinion which has been included at the end of the Tinker simulation.)

The following simulation is designed to acquaint students with the functioning of the Federal court system and to have them experience first-hand involvement with the issues of symbolic expression dealt with in the *Tinker* case. Full directions and role assignments are as follows:

Assignment I: Designation of Roles

(Role descriptions not included here, but are contained in the INDIVIDUAL RIGHTS manual.)

One or two lawyers for Tinker
One or two lawyers for School Board
John F. Tinker
Christopher Eckhardt
Mary Beth Tinker
Dennis Pointer
Aaron McBride
Andrew Burgess
Leonard Carr
Leonard Tinker
Court Officer
Chief Justice Earl Warren
Justice Hugo Black
Justice William O. Douglas
Justice John M. Harlan
Justice William Brennan
Justice Potter Stewart
Justice Byron White
Justice Abe Fortas
Justice Thurgood Marshall

The teacher should assume the role of District Court Judge Stephenson and render the decision 258 F. Supp. 971 (1966). He/she may wish to locate this decision in the law library and copy it to hand out to students as the basis for appeal.

Roles should be assigned to students one week in advance of the beginning of the simulation. Allow sufficient time for them to research their roles and at least one day of small group discussions to solve any problems.

Assignment II: Conferences

The lawyers, during the first two days, and the Justices, thereafter, have the most difficult roles. It will be beneficial, if the time can be allotted, to review with each of these individuals their perception of the way in which they should portray their roles.

The students who will be witnesses should meet with their respective lawyers to discuss what information each will contribute at the hearing. (If an attorney is available, he could best be used on this day.)

Assignment III: Evidentiary Hearing – United States District Court for the Southern District of Iowa, Central Division

Judge Stephenson presiding.

The lawyers' instructions contain all the information necessary for the trial. See Role Descriptions.

The teacher should allow the lawyers representing Tinker to present their witnesses first. The lawyers for the school board may then cross-examine the Tinker witnesses. The Tinker lawyers may, of course, cross-examine any witnesses presented by the school board.

Assignment IV: Oral Argument Before the Supreme Court

Before the Supreme Court the lawyers may present no witnesses but must present a concise legal argument grounded on available legal precedent and the lawyer's knowledge of what might appeal to at least five justices. Although the facts of the case are obviously material, they have already been determined at the trial level. Appellate courts decide points of law; they do not determine facts.

The objective before the Supreme Court is to build a minimum winning coalition of five justices.

During the oral argument, either the Chief Justice or any of the associate justices may, at any time, interrupt the lawyers for the purpose of clarification of any point being offered.

Assignment V: In Camera or Conference Session of the Supreme Court

In the conference session (held *in camera,* i.e. in the justices' chambers) each justice first gives his opinion of (1) what are the relevant facts of the case, (2) what are the issues involved in the case, (3) how the conflict should be resolved (should the injunction be granted), and (4) what reasoning should be contained in the opinion.

The justices give their view of the case by order of seniority (the Chief Justice is always considered the most senior justice).

The order of seniority in this case is as follows:

1. Chief Justice Earl Warren
2. Justice Hugo Black (appointed to the bench in 1937)
3. Justice William O. Douglas (1939)
4. Justice John M. Harlan (1955)
5. Justice William J. Brennan, Jr. (1956)
6. Justice Potter Stewart (1958)
7. Justice Byron R. White (1962)
8. Justice Abe Fortas (1965)
9. Justice Thurgood Marshall (1967)

After the justices give their interpretation of the way in which the case should be decided, the Chief Justice decides the issues which will be voted upon.

Votes which might be taken, for example:

1. Should the injunction be granted?
2. Should the case be decided on First Amendment grounds?
3. Should a "test" for this type of situation be constructed?

When voting, the justices vote by reverse seniority, from the most junior justice to the Chief Justice.

The *in camera* discussion should be conducted using the "fish-bowl" technique, with other participants in the simulation having a chance to observe without joining in and then evaluate the proceedings.

Assignment VI: "Debriefing" the Tinker Case

After a decision has been rendered by the "Supreme Court", the debriefing process can begin. It is important that sufficient time be allocated for it. One class period would certainly not be excessive. Discussion should center on the effectiveness of the arguments for each side, on the realism with which the roles were played, and finally on an evaluation of the outcome of the actual *Tinker* case through examination of the excerpted decision and dissenting opinion included in the manual.

DISTRICT COURT

Judge Witness Chair

Court Officer

Tinkers & Counsel Counsel for School Board

Witnesses

ORAL ARGUMENT

Marshall White Brennan Douglas WARREN Black Harlan Stewart Fortas

Counsel for Tinkers Counsel for School Board

"IN CAMERA" SESSION

Warren

Black Douglas

Harlan Brennan

Stewart White

Fortas Marshall

CHAPTER IV
OUTSIDE RESOURCES: USING THE COMMUNITY AS THE CLASSROOM

The key to the success of the Institute's program in political and legal education is the use of the community as a classroom in a twofold approach: resource people involved in politics, government, and the law come into the classroom; and students go out into the community to learn through observation of, and participation in, the political-governmental-legal process.

DEVELOPING A "HUMAN RESOURCE BANK"

As soon as the teacher becomes aware of his responsibilities for coordinating an IPLE class, he should begin to develop a list of all persons with expertise in a particular area of significance to the Institute curriculum who are willing to contribute their time and efforts to IPLE. A list of the kinds of individuals to locate might include the following:

1. Experts in Community Research Techniques
2. Opinion Poll Takers
3. Campaign Managers
4. Public Relations Experts (political)
5. Experts in Voter Registration
6. Community Planners
7. Experts in Local, County, State Government
8. Lobbyists
9. Political Party Chairmen
10. State Legislators
11. League of Women Voters
12. Law Enforcement Officials
13. Lawyers with expertise in Criminal Justice and Individual Rights
14. News Reporters
15. Experts in Simulation Gaming

Once the school year is under way, students can help develop a directory of human and organizational resources as part of a class assignment. Such a listing should include names, titles, addresses, and telephone numbers of individuals to be contacted for classroom presentations on specific information.

The IPLE curriculum manuals include in their appendices suggestions for ways of organizing such a directory, as noted in these examples from INDIVIDUAL RIGHTS and from GOVERNMENT: THE DECISION-MAKING PROCESS:

LEGAL RESOURCES

Position or Organization	Name	Address	Telephone
State Bar Association Representative			
Local Police Chief			
Attorney General			
State or Local American Civil Liberties Union			
Public Defender's Office			
Consumer Protection Agency			
Department of Corrections and Parole			
Judges – Juvenile Court – Municipal Court – Superior Court			
Office of Probation			
Legal Services Office			
Broadcasters Association			
Press Association			
Local TV Station			
Criminal Justice Commission			
Division of Youth and Family Services			
Others			

STATE GOVERNMENTAL RESOURCES

Position or Organization	Name	Address	Telephone
Governor			
Counsel for the Governor			
State Attorney General			
Leaders in the State legislature			
State Senator plus legislative aide			
Executive Director, Republican State Committee			
State Chairman, Republican State Committee			

STATE GOVERNMENTAL RESOURCES (Cont.)

Position or Organization	Name	Address	Telephone
Executive Director, Democratic State Committee			
State Chairman, Democratic State Committee			
County Chairman, Republican Committee			
County Chairman, Democratic Committee			
Director, Elections Section, Department of State			
Legislative Liaison, Commissioner's Office, Department of Education			
Director, Governmental Relations, State Education Association			
Executive Director, State School Boards Association			
President, State Education Association			
Director, State Bar Association			
Director, State American Civil Liberties Union			
President, State League of Women Voters			
President, Local League of Women Voters			
Director, State Common Cause Office			
President or Executive Secretary, Press Association			
President or Executive Secretary, Broadcasters Association			
State Public Interest Research Group			

The bank of available resource people does not have to include only the "V.I.P." – types of individuals listed above. Class students can often provide the contacts with their parents or people they know who are policemen, probation officers, local party committeemen, and the like.

OUTSIDE SPEAKERS IN THE CLASSROOM

The easiest way for merging the community and the classroom is to invite individuals in the "human resource bank" to the school for in-class presentations and question-and-answer dialogue. Not only will students have access to first-hand expertise in a particular subject, but an outside speaker provides a needed change of pace in classroom activity. The keys to effective use of outside personnel are that the individuals be carefully selected, and that the objectives of their visit be clearly defined. Students in the class are best prepared for such a visit if it occurs as follow-up to previous exploration of the topic consideration; in this way they will have acquired sufficient knowledge to draw up in advance specific questions to pose to their guest speakers.

Making Arrangements

A brief guide for arranging visits of community resource people follows:

1. Make your request at least 2-3 weeks in advance if at all possible.
2. Provide guest with valuable background information such as:
   (a) Name of school
   (b) Grade level
   (c) Number of students
   (d) Character or nature of audience
   (e) Place and physical conditions for the presentation
   (f) Time and date
   (g) Length of program
   (h) School personnel responsible
   (i) Lesson preparation for visit
   (j) Objectives for visitation
   (k) Topics or class activity to be pursued
3. Arrange time to meet and discuss immediately prior to the class session.
4. Request some sort of biographical sketch of guest.
5. Develop a personal friendship with the guest. He or she may be nervously anticipating the worst.
6. Follow up the visitation with at least a thank you note.
7. Administer attitudinal tests to students before and after visitations; they are effective in evaluating the impact of the experience.

The Classroom Format: Four Approaches

The integration of outside resource persons into the classroom can be effected in several ways. Regardless of the format chosen, the invited guest must be given specific details (as outlined above). Four suggestions are listed for classroom formats using outside experts:

1. *Lecture Presentation* — Lecture presentations by experts (town managers, school superintendents, legislators) can be effective if the attention span and the level of the knowledge of students are kept in mind.

   A good way to open a unit on local government, for example, is to spend an introductory day visiting the town hall and listening to a presentation by the town manager, mayor, and council president on how they perceive their roles and those of other city administration and employees.

   This presentation may be followed by a tour of the town hall and introductions to the various department heads to explain their roles — police chief, town clerk, department of streets and sanitation head, etc. This day of introductory activities should then be followed by scheduling student interns to work in the various departments of town government.

2. *Question-and-Answer Sessions* — This technique can best be employed after students have learned through experience, either classroom or interning, the fundamental aspects of the area of expertise of the visiting community person. Question-and-answer sessions can be held anywhere, but they are most successful in the environment of the expert, such as the gallery of the legislature, the campaign headquarters of a candidate, the chambers of a judge, or the like. (Suggestions 1 & 2 may be combined, of course, to fit the needs of an individual situation.)

3. *Panel Discussion* — A group of experts can often be used effectively in the medium of a panel discussion. For this, the most important factor determining success is the selection of the participants. Individuals with varying experiences, viewpoints, and opinions on a particularly issue can be invited to engage in dialogue with each other and the class, but care must be taken to avoid a panel made up of individuals who may have inter-personal antagonisms (such as opposing candidates in a particularly "dirty" political campaign) or who represent such diametrically opposed views (as pro-abortion vs. "right-to-life" advocates) that the discussion can easily deteriorate into a shouting match. In these situations, such persons are best invited to class individually, on successive days, where a more candid yet low-keyed expression of their viewpoints can be given. Some examples of effective panel presentations:

   "The Legislative Process":
   - a professional lobbyist for a large private interest group
   - a representative of a citizens' lobby like Common Cause
   - a state senator or assemblyman

   "Juvenile Justice System":
   - a probation officer
   - a police chief
   - a family court judge

4. *Participation in Simulation Exercises* — Experts can enhance the value of simulation exercises by first observing the participation of students in the simulation and then participating themselves in the follow-up discussion on the simulation. For example, in conducting the "Police Patrol" game (Constitutional Rights Foundation), a policeman (in civilian clothes) and an attorney would be effective additions as participant/observers. Similarly, "Kids in Crisis" simulation (also by CRF) can become more meaningful if a probation officer, or other such person involved in the juvenile court system, could take part in the "debriefing."

BEYOND THE SCHOOL WALLS

FIELD TRIPS

Field trips outside the classroom, if well-planned, can be useful in integrating the curriculum with the activities of the school's community. Caution should be taken, however, to avoid becoming locked into public relations tours of facilities which do not accurately reflect institutions as they really are. (The teacher may wish to "take the trip" himself ahead of time to check details and decide what arrangements need to be made.) Also, sensitivity is needed to insure that people under observation do not feel like exhibits on display. For example, if the teacher arranges a visit by the students to a drug rehabilitation center, a juvenile house of detention, or a JINS (Juveniles in Need of Supervision) shelter, every effort should be made to have the students talk *with* the young resident people in an informal "rap session." Field trips need not involve the entire class, but can be limited to only a few students who make appointments to interview individuals, such as the Public Defender or District Attorney, or who do court watching, sitting in on several sessions of a court, be it municipal, county, juvenile, or surrogate court. In addition to making arrangements for the field experience itself, the teacher must be sure to follow all normal procedures which his school requires for arranging field trips. These usually include such considerations as:

a. scheduling trips to minimize other possible school conflicts;
b. securing advance approval from the administration and/or School Board;
c. notifying other faculty of students who will be participating;
d. securing signed parental permission forms and adult chaperonage;
e. arranging transportation (cars, public transit, or request for school bus);
f. making food arrangements and collecting funds.

It will make the field trip much more meaningful for the students if discussion takes place in class prior to the experience (perhaps a check-list of what to look for can be developed) and also the day after (what did the students see, hear, learn, and feel?).

COMMUNITY RESEARCH – GUIDELINES*

The local community provides a setting for numerous and varied research projects. Within a single community, research questions can concern issues of housing, education, politics, race relations, economic structure, police behavior, crime, delinquency, drugs, or a new life style, and answers can be found relating to all these issues.

HOW IS A RESEARCH PROJECT INITIATED?

The first step in the research process is to choose a problem, concern or issue and to state it in very specific terms. The problem chosen might be almost anything with which you are concerned. The most important ingredient is the interest or desire to explore the problem. The term problem, as used in discussing research, means any topic of concern or any issue raised for study; it need not be restricted to "something wrong" or to something in conflict with one's own or society's values.

It is helpful to state the problem in the form of a question. For example:

1. Does involvement in community organization increase political awareness?
2. Are the residents in different parts of a city equally satisfied with police service?
3. How do individuals decide which political party to support?

In formulating research projects, consideration must be given to whether or not the topic is useful, reasonable, and researchable. The following questions offer criteria:

1. Why do you want to study the topic?
2. Will the information obtained have some practical significance to "real life" situations?
3. Does the topic have theoretical importance and will the findings be useful in developing ideas or theories on the subject?
4. Is the topic sufficiently narrow to be handled with the time and resources available?

WHAT IS THE PURPOSE OR GOAL OF THE STUDY?

The second step in the research process after the selection of a topic is to clearly define the goal. Generally, research projects can be classified as either *exploratory* or *hypothesis-testing* although some projects have both goals.

A. Exploratory Study

The main purpose of the *exploratory study* is to examine a problem or field in order to uncover areas for more intensive study. This procedure is known as *descriptive analysis.* The goal is to describe accurately and systematically the actual situation. This type of study will usually

*For more detailed information on development of questionnaires (including some sample surveys), sampling techniques, and other guidelines on community research methods, see IPLE's manual *Government: The Decision-Making Process.*

answer such questions as who, what, where, when, or how much; for example:

a. What are the causes of drug addiction?
b. Who are the people living in a Mobile Home Park? Where do they come from (geographically)? How long do most mobile home dwellers live in one place?
c. What happens in a process of small group interaction? Does one person usually wind up as a leader of the group?

The descriptive or exploratory study, thus, simply summarizes the social reality; for example, with reference to the above questions:

a. Drug addiction is related to social status, age, education, and ethnicity.
b. Mobile home dwellers are more likely to be young married couples or retirees rather than families with children. The average mobile home dweller moves his home infrequently; perhaps, only once every five years.
c. Almost all groups tend to have the leadership role fall to one individual.

B. Hypothesis-Testing Study

The main purpose of the *hypothesis-testing study* is to determine the relationship between two or more variables. This *hypothesis-testing study* emphasizes the reasons for, or the cases of, an attitude or behavior. It attempts to explain the phenomenon rather than just describe it. This type of study answers the questions how and why? For example:

a. The lower the socio-economic status of an area, the less efficient are the public services.
b. The higher the social class background of the individual, the lower the possibility that he will have a "record" as a juvenile delinquent.
c. High income is positively related to voting Republican.

Each hypothesis contains two related variables:

a. Socio-economic status and public services
b. Class and delinquency
c. Income and voting preference

One variable is called the *independent variable.* This variable either comes prior in time to the other variable or is thought to be a possible casual factor of the other variable. The second variable is called the *dependent variable.* This either comes after the independent variable in time, or is the variable that must be explained by the project.

For example, income is the casual factor and therefore the independent variable to the voting preference, which is the dependent variable.

To summarize, the purpose of community research is either to explore and describe social phenomena or to test a hypothesis that examines the relationship between variables. In developing a hypothesis first, the variables should be clearly defined: second, the variables must be measured in some accurate way.

RESEARCH TECHNIQUES

This section presents three basic methods of data gathering which can be used either singly or in various combinations by the students in conducting their research. It examines the usefulness and practicality of each method in terms of community research. The three principal methods of gathering information for research are observation, questioning, and the use of available data.

A. Observation

Observation is a practical frequently-used method for collecting data on community activity. It involves taking notes on what is happening and studying them later for patterns of behavior that may emerge. Sociologists usually rely on observation when they can neither question the persons studied nor use the available data.

Sometimes people are unable to describe their behavior to an outside researcher. They have become so involved in their activities that they are not aware of certain recurring patterns in the group.

Observation does not necessarily require extremely long periods of time such as a year or more. A researcher might attend city council meetings over a period of only weeks or months to learn how the representatives of different districts in the city differ from one another in their discussion of the issues and in their voting activity; or whether there are political factions among the council members or simply how a formal council meeting proceeds.

An example of an even simpler use of observation is noting the types of people who use public transportation into and out of a particularly area at different times of day. Buses traveling to some suburban communities in the early morning are crowded with domestic workers from a nearby central city, while transportation going in the other direction is primarily by commuting professionals. Even this simple observation can give the researcher an insight into the kind of community under study.

Regardless of the subject chosen for study, the method of observation for research contains some general limitations which must be recognized; one is a "biased viewpoint" involving subjectivity. People, including sociological researchers, often see what they want to see or what they expect to find. This may bias the results of a study. One means of avoiding this problem is to have two or more independent researchers observe the same activity. Since their notes are likely to differ, a consensus must be arrived at to determine what "really" happened.

There is no single set of instructions for note-taking in the observation method. Some researchers have clearly formulated questions in mind and use a short checklist of activities or brief notes. Others, feeling ignorant of the area under study, take very full notes on everything that occurs. Returning to the city council example, from newspaper accounts of previous meetings one researcher may already know that the council is divided into two factions and which members constitute the two sides. He may be interested in finding out whether the members of each faction speak primarily to each other or to members of the opposing group. A diagram will help him note very quickly

who speaks to whom during a meeting. The page might look like this:

Councilman 1	~~1111~~ 1	Councilman 2
	11	Councilman 3
	111	Councilman 4
	~~1111~~ 1111	Councilman 5
Councilman 2	111	Councilman 1
	1	Councilman 3
	~~1111~~ 11	Councilman 4
	111	Councilman 5

He places a mark on the appropriate line each time one of the councilmen speaks to another. When the meeting is over he can tally his marks to secure an answer.

A less knowledgeable researcher, on the other hand, may not know exactly in what aspects of the city council meetings he is interested. In this case, it is more appropriate to take very complete notes. With accurate notes on each agenda item, the researcher is better able to determine any predominant patterns of action. Generally it is wise to distinguish between actual observations and interpretations of what has been observed. Notes should include "facts" only. The facts can be interpreted after the observation is completed.

Another limitation to observation is a possible "control effect". The interaction or behavior under observation may change because of the observer's presence; people sometimes behave differently when they know they are being observed. This limitation may be overcome by not revealing your presence or the purpose of your presence. This, however, presents another question – whether or not it is ethical to observe people without their knowledge. Each researcher must anwer that question individually.

Observation taps behavior only; it does not reveal the attitudes and feelings of the individuals. To learn about these aspects of community life, the second method of data gathering – questioning – should be employed.

B. Questioning

Today, familiarity with national surveys and polls is great. The mass media report the findings of surveys regularly. Polls not only indicate how citizens feel about a certain issue but can also predict which candidate is likely to win an upcoming election.

Surveys are often conducted at the local level as well as the national level, although such results are not as widely reported. A research team may poll an entire community or smaller areas within the community such as political wards, neighborhoods, school districts, etc.

The basic tool in carrying out a survey is the questionnaire. Questionnaires may be self-administered, that is, filled out by the respondents themselves, or completed by an interviewer who personally asks the questions of the respondents. A good questionnaire should include, in addition to questions concerning the focus of the research (such as attitudes concerning the need for a day-care center in the area; feelings about police-community relations; landlord-tenant relations), questions on the background characteristics of the respondents. The selection of such questions depends in part on the object of the study. Questions frequently asked concern age, sex, marital status, occupation, income, education, religious preference, and possibly ethnic backgrounds. If the focus of a study is on a "felt" need for a day-care center in a neighborhood, the researcher would want to inquire about the number and age of children in each family.

A questionnaire must be designed to acquire the knowledge desired. It is said "a good question is a good tool" for developing the necessary empirical data. Thus, questions should be simply written, clear and neutral, without jargon, vagueness, or emotionally-charged words. Professional pollsters have discovered that "reliable and valid" questions will consistently result in respondents giving accurate answers. This consistency is essential if valid comparisons are to be made.

The format of the questionnaire is important in securing the attention and cooperation of the respondent. Furthermore, an interviewer should never ask whether the respondent wants to answer the questionnaire. Instead, he should say he feels certain that the respondent will want to answer. Research has shown that with this positive approach, people are flattered that someone cares about their views and they respond accordingly.

Most questionnaires includes questions involving knowledge, attitude, self-percpetion, and background. The initial questions should be direct but impersonal so that the respondent feels comfortable and will be cooperative. The questions then can become more "probing". Finally, after stressing confidentiality of the responses, background questions may be asked concerning the respondent's age, sex, race, and income.

Questionnaires should be pre-tested upon a small number of respondents before their final form and nature are decided. While the meaning of a question may seem clear, it might be completely misunderstood by respondents either because the phrasing is misleading or the technical language is difficult to understand.

IPLE students interview N.J. State legislator in the chambers.

Questioning is not limited to the use of detailed and specific questionnaires but may involve intensive interviews with well-informed respondents. The interview may be the best approach when the student has limited knowledge about the area of inquiry. To find out how an important

community decision has been made, the researcher may decide to question some of the people reported as participants by the local newspaper. Because intensive interviews require more time than questionnaire interviews, it is necessary to make an appointment with the respondent in advance at which time the interviewer should indicate what subjects will be discussed in the interview and how long it will take. During the actual interview, it is wise to have a list of questions or subjects to be covered. Students should take notes as completely as possible and fill in any details at the conclusion of the interview.

Responsibilities of the Interviewer

Since the validity of a survey may well depend on the unbiased, professional conduct of the interviewers, students must be carefully trained in the techniques of conducting an interview. Basically, the role of the interviewer is:

1) to locate respondents

2) to establish rapport with respondents

3) to ask questions of respondents

4) to record answers from respondents

Considering these in order, first – to locate respondents, the research director or coordinator generally assigns the interviewer an area to canvass.

Second – to establish rapport with the respondents, the manner and appearance of the interviewer is very important. The interviewer must be neat and clean in appearance, dressed in an appropriate style for the area. In a professional yet friendly manner, the interviewer should give his name, identify the sponsor of the survey, tell how the respondent was chosen and explain the confidentiality of the survey.

Third – to ask questions, the manner in which questions are asked is crucial, since the way they are posed may affect the answer. Consequently, the interviewer must remain absolutely neutral. He must emphasize that there is no "right" or "wrong" answer, and must not let his expressions or gestures indicate his personal preference.

Finally, to record the responses, the interviewer must be accurate. If the questionnaire is closed-ended wherein alternative responses are provided from which the respondent selects one or ranks the order of preference, the interviewer merely checks off the respondent's selection. However, if the questionnaire is open-ended wherein verbatim responses are requested, the interviewer's task is more difficult. In both cases, the interviewer must check carefully that answers have been recorded prior to proceeding to the next interview.

Practice through role-playing should help students develop the interview techniques necessary for successful community research.

C. Use of Available Data

Data which have already been collected provide the best single source of information for obtaining an overall description of a community. For most communities, a vast reservoir of information is available in libraries, city and county offices, social service agencies, and newspaper files.

The use of available data for social research is less expensive and less time-consuming than collecting new data through observation or questioning. Furthermore, available data covers a broader range of subject areas than any single first-hand data collection can provide.

The questions to ask of available data are: Is the information accurate? Does the information available help to answer my question? In some cases such available information will be too dated for your purposes: in others, it may not conform directly to your needs.

Some of the major sources of available information are:

1. **Census Data** – These can be found in local libraries or may be obtained directly from the Superintendent of Documents at the U.S. Government Printing Office in Washington. Local or county planning boards may also have census reports for public use. The census provides housing and population statistics for the United States as a whole, for states, counties, metropolitcan areas, cities, and even small areas such as cersus tracts (especially defined by the Census Bureau) and city blocks. Population characteristics reported for each of these areas are color or race, sex, age, years of school completed, employment status, occupation, industry and class of worker, income, place of work, and other characteristics of the resident population. The data on housing includes such items as condition of the housing units, average number of rooms in residences, such household facilities as a telephone, bathroom, complete kitchen equipment or basement, whether housing units are owned or rented by their occupant, median value of housing units in the area, and the median monthly payment for rented units.

2. **Other Systematically Organized Data** – In addition to the U.S. Census, other governmental organizations are involved with collecting and organizing statistical information which may be available to the public, e.g. Police Department (records of crimes, arrests, paroles, etc.); Board of Elections (records of voting, registration, party affiliation); Public School records.

3. **Historical information** – Community histories, if available, will most likely be found at the local library or Historical Society.

4. **Newspaper Clipping Files** – Local newspaper offices not only have collections of back newspapers, but they often maintain clipping files indexed by subject areas and prominent community names for the use of their reporters. Outsiders are usually granted access to these files which are particularly useful for following the course of a community issue.

5. **Chamber of Commerce** – The local Chamber of Commerce can provide current information on local business and industry and growth projections.

6. **League of Women Voters** – The LWV usually publishes a factbook on local government describing its structure and functions and listing the names and addresses of government officials.

7. **Information on Corporations** – The reference section of the local library should have Moody's Industrial

Manual, Poor's Register of Corporations, Directors and Executives, and Who's Who in America.

8. **Social Service Agencies** – These offices usually have information on the aspect of the community which concerns them. Examples are welfare agencies, health services, clinics, counseling services, drug rehabilitation centers, unemployment and job training offices, etc.

9. **General Reference Material** – The public or university library in the community will probably have a special section on the city. In addition, the reference department may have useful information, and the reference librarian should be helpful.

10. **Other Raw Material** – Speeches, sermons, films, letters, case histories, etc.

Summary

Observation, questioning, and the use of available data are the three methods of collecting information for research in the community. Since each approach has advantages and limitations, the researcher, should carefully consider the approach most useful for answering the specific concern about community life. These three data-collection procedures may be used in any combination which may lead to a clearer understanding of the phenomenon under study. The advantageous and careful use of available public data will reduce time and expense in the data-collection process. If however, there are no data available for answering a question you might have, then you should conduct small scale studies, remembering the particular advantages and disadvantages of observation and questioning.

SAMPLING TECHNIQUES

1. *A Random Sample*

After students have selected an issue for community research and have developed a questionnaire, they are ready to determine the extent of dissemination. How large should the sampling be? Since it is frequently impractical, if not impossible because of manpower and cost limitation, to survey an entire community, a method of random sampling must be devised. In a random sampling, a portion of the population is selected systematically. The basic rule for a random sampling is that every individual in the target population must have an equal chance to be selected.

The reliability of random samples is based on probability theory, not on certainty.

Using a Table of Random Numbers

One technique for selecting a random sample from a large population for research purposes is the use of a table of random numbers. The numbers on the following page are considered random, because they have been selected and arranged in the table in such a way that there is no pattern to their arrangement.

Random number tables may be used in any direction – up or down the columns, back and forth across rows, or even diagonally – in order to get a random sequence of numbers. This presupposes that you do not always start into a table at the same place and follow the same pattern, since it would then repeat the same sequence. A simple procedure for finding a starting point is to close your eyes and let your finger fall at some point on the table, then open your eyes and read off the closest digits above your finger. Use the digits to identify the row and column of your starting place.

Let us assume you wish to select a simple random sample of 30 from a population of 99 who comprise the residents in one square block area of town. The first step in selecting this random sample is to obtain a list which includes every member of the population. Then assign a number to each name on the list from 1 to 99. Now you are ready to use the table to select a simple random sample of 30 from the total population. You need use only a two-digit number. If the population you were sampling was a three digit number (i.e., from 100 to 999), you would need three-digit random numbers, which could be made by combining the columns on the table. More elaborate tables of random numbers for these purposes can be found in most textbooks on statistical methods.

It should be noted that if you come to a number which has already been used in your sample – for instance, going down the first column of two-digit numbers on the table, the numbers 97, 61, 11 appear more than once – you should skip it and go on to the next until you have chosen the desired number for the sample. (Refer to page 59.)

TABLE OF RANDOM NUMBERS

	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37-40
1	23 15	75 48	59 01	83 72	59 93	76 24	97 08	86 95	23 03	67 44
2	05 54	55 50	43 10	53 74	35 08	90 61	18 37	44 10	96 22	13 43
3	14 87	16 03	50 32	40 43	62 23	50 05	10 03	22 11	54 38	08 34
4	38 97	67 49	51 94	05 17	58 53	78 80	49 01	94 32	42 87	16 95
5	97 31	26 17	18 99	75 53	08 70	94 25	12 58	41 54	88 21	05 13
6	11 74	26 93	81 44	33 93	08 72	32 79	73 31	18 22	64 70	68 50
7	43 36	12 88	59 11	01 64	36 23	93 00	90 04	99 43	64 07	40 36
8	93 80	62 04	78 38	26 80	44 91	55 75	11 89	32 58	47 55	25 71
9	49 54	01 31	81 08	42 98	41 87	69 53	82 96	61 77	73 80	95 27
10	36 76	87 26	33 37	94 82	15 69	41 95	96 86	70 45	27 48	38 80
11	07 09	25 23	92 24	72 71	26 07	06 55	84 53	44 67	33 84	53 20
12	43 31	00 10	81 44	86 38	03 07	52 55	51 61	48 89	74 29	46 47
13	61 57	00 63	60 06	17 36	37 75	63 14	89 51	23 35	01 74	69 93
14	31 35	28 37	99 10	77 91	89 41	31 57	97 64	48 72	58 48	69 19
15	57 04	88 65	26 27	79 59	36 82	90 52	95 65	46 35	06 53	22 54
16	09 24	34 42	00 68	72 10	71 37	30 72	97 57	56 09	29 82	76 50
17	97 95	53 50	18 40	39 48	83 20	52 23	08 25	21 22	53 26	15 87
18	93 73	25 95	70 43	78 19	88 85	56 67	16 68	26 95	99 64	45 69
19	72 62	11 12	25 00	92 26	82 64	35 66	65 94	34 71	68 75	18 67
20	61 02	07 44	18 45	37 12	07 94	95 91	73 78	66 99	53 61	93 78
21	97 83	98 54	74 33	05 59	17 18	45 47	35 41	44 22	03 42	30 00
22	89 16	09 71	92 22	23 29	06 37	35 95	54 54	89 88	43 81	63 61
23	25 96	68 82	20 62	87 17	92 65	02 82	35 28	62 84	91 95	48 83
24	81 44	33 17	19 05	04 95	48 06	74 69	00 75	67 65	01 71	65 45
25	11 32	25 49	31 42	36 23	43 86	08 62	49 76	67 42	24 52	32 45

2. *A Systematic Sample*

In selecting a representative sample from a list which includes the entire population of a particular group, an alternative method to the using of random numbers is systematic sampling. Follow these simple procedures:

First, examine the list of names for any evidence of order and trend (other than alphabetical). The list should not be ordered in such a way that sampling at intervals might bias the results, i.e. giving some types of cases a greater probability of selection than others.

Next, decide on the sampling interval. This interval may be obtained by dividing the total number of cases on the list (or an estimate of them) by the size of the sample desired. For example, if the list contains 500 names and a sample of 125 is desired, then the interval would be four and every fourth name on the list will be chosen. If a case is chosen which cannot be used in the sample, do not substitute, but continue the selection. When the bottom of a page is reached, treat the next page as a continuation of the same list (do not begin each page anew).

Note: Samping from a card file can be done in essentially the same manner, except that the interval may be in inches, measured by a ruler. There should be only one card (or equal numbers of cards) for each case, and the cards should be tightly packed before selection.

DATA INTERPRETATION

Once the data has been collected, it is important to organize, record, and analyze the questionnaire responses systemtically. The learning experience in social research can be greatly enhanced by access to computer capabilities. In processing the data, every effort should be made to use the school business office computer equipment (if available), or to arrange computer time with a local business. Then the classroom discussion, based on a compilation of responses and other materials gathered, should heighten students' analytical and interpretive skills. A final report and/or public policy recommendations conclude the research project.

COMMUNITY-BASED VOTER EDUCATION ACTIVITIES

The IPLE curriculum manual on VOTER EDUCATION contains suggested ideas and supporting material for conducting community-based educational activities as part of an election campaign. These include:

- voter registration and canvassing the community
- telephone opinion polling
- candidates' nights
- analysis of media coverage of candidates and campaign issues
- campaign techniques (publicity, materials, receptions, get-out-the-vote)
- Election Day poll-watching, etc.

Teachers should refer to the specific sections of the curriculum guide which contain the necessary "how-to" information, sample forms, and suggested ideas for involving some or all of their students in these activities. Included here are some additional ideas and examples of IPLE student projects in these voter education areas which can serve as further resources for the class.

1. *Targeting and Selection of Districts for Canvassing*

   In a community voter registration drive it is virtually impossible for the class to canvass an entire town. A "targeting" process must therefore be followed in which students evaluate the available information to determine which districts have the highest probability of having a large number of potential registrants in the smallest area. Factors to be considered include:

   a. location of new residents in district;
   b. ratio of unregistered voters to total population;
   c. the relative ease of canvassing (distance between homes, type of apartment complexes);
   d. transportation and manpower needs;
   e. socio/economic characteristics of the districts;
   f. record of voter turnout in previous elections.

   The section on Community Research Techniques (pp. 55-58) contains the sources of available census and election data. The city clerk, county chairmen of Republican and Democratic parties, and the Board of Elections can provide assistance to students in obtaining this information. Maps of the community can be used and color-coded to aid in the targeting process. A sample activity for the students can involve a simulated experience in district selection; the teacher can provide the class with the map and available data shown on page 61 and ask them, in small groups, to discuss which ward(s) they choose to canvass and why.

2. *Election Information Fact Sheets/Booklets*

   As a community service, students can prepare a brief fact sheet or voter information booklet which provides background on the candidates running for local or district offices. Such a publication, similar to those which the League of Women Voters circulates in some communities, should be strictly non-partisan in approach, providing citizens with information gathered from student research or questionnaires completed by the candidates. (See VOTER EDUCATION manual on "Election Information Center," for some samples.) It could be disseminated as part of a community canvass, distributed through the local town hall, or used as a handout for a community candidates' forum. The Fact Sheet for County Freeholder and U.S. Congress Candidates on pp. 62-63 was put together by one New Jersey IPLE school in conjunction with a candidates' night which they organized and carried out in cooperation with their local League of Women Voters.

3. *Media Analysis of the Campaign*

   The IPLE curriculum manuals include a detailed lesson plan on how to teach students awareness of subtle bias in newspaper coverage of campaign issues and candidates. Included are strategies relevant to monitoring location of articles and political advertisements in the paper; placement on the page; size and type of headlines; and the use of different pictures. Consult the VOTER EDUCATION or GOVERNMENT: THE DECISION-MAKING PROCESS guides for details.

   This unit provides a good opportunity for inviting outside resource people into the classroom, such as journalists and photographers. Since a major point covered is the way in which pictures can create positive or negative images of candidates, a news photographer may be invited to the school for a day to follow a few students through their schedules, and take a variety of photographs. He or she could later return to discuss with the class ways in which pictures can portray someone in a positive or negative light, showing examples of each.

   The subtle-bias-of-the-media unit also provides the opportunity for students to examine thoroughly the coverage of the campaign by their local newspapers, noting such things as the frequency of prime location of articles, headlines, ads, pictures, and so forth. For suggestions on how the teacher might conduct such a community-based project, a unit plan and a checklist developed by a teacher in an IPLE school in Charleston, South Carolina have been included here as illustrations (pp. 64-65).

4. *Telephone Opinion Polls*

   With so much public interest in, and fascination with, public opinion polls of Gallup, Harris, and others as predictors of the Election Day results, there may well be considerable student interest in conducting such a poll, as an IPLE activity. Such projects have been very successful in a number of schools as part of the Voter Education Unit. Not only have students' predictions proven to be on target, but the conducting of such a poll has been an important learning experience for the class. For example, when students telephone people and ask "for whom are you going to vote?" – only to be told "It's none of your business" – they learn something about how to draft a good questionnaire which will elicit the needed information in a non-threatening way, such as "Which candidate do you feel can best support your views?" or "If the election were held today, which candidates would you tend to support?"

The material contained at the end of this section is drawn entirely from the experiences of IPLE schools. Included on pages 66-69 are "The Organization of a Student Poll" and "The Metuchen High School Poll" (written by an IPLE student), a newspaper article on the project at Metuchen (N.J.) H.S. in 1974, a form which can be used in tabulating contacts made in telephone interviews, and two actual polls developed and used by IPLE students at the West Windsor-Plainsboro (N.J.) High School in 1975 and 1976.

TARGETING FOR VOTER REGISTRATION DRIVE

DARK GRAY DISTRICT

Ward 1

Lehigh Rd. – Yale Rd.
Average Income – $35,000
single family homes
2000 people
1500 potential voters
80% registered
80% turnout average

Ward 2

Yale Rd. – Girard
Average Income – $15,000
multiple family homes
3000 people
2500 potential voters
60% registered
50% turnout average

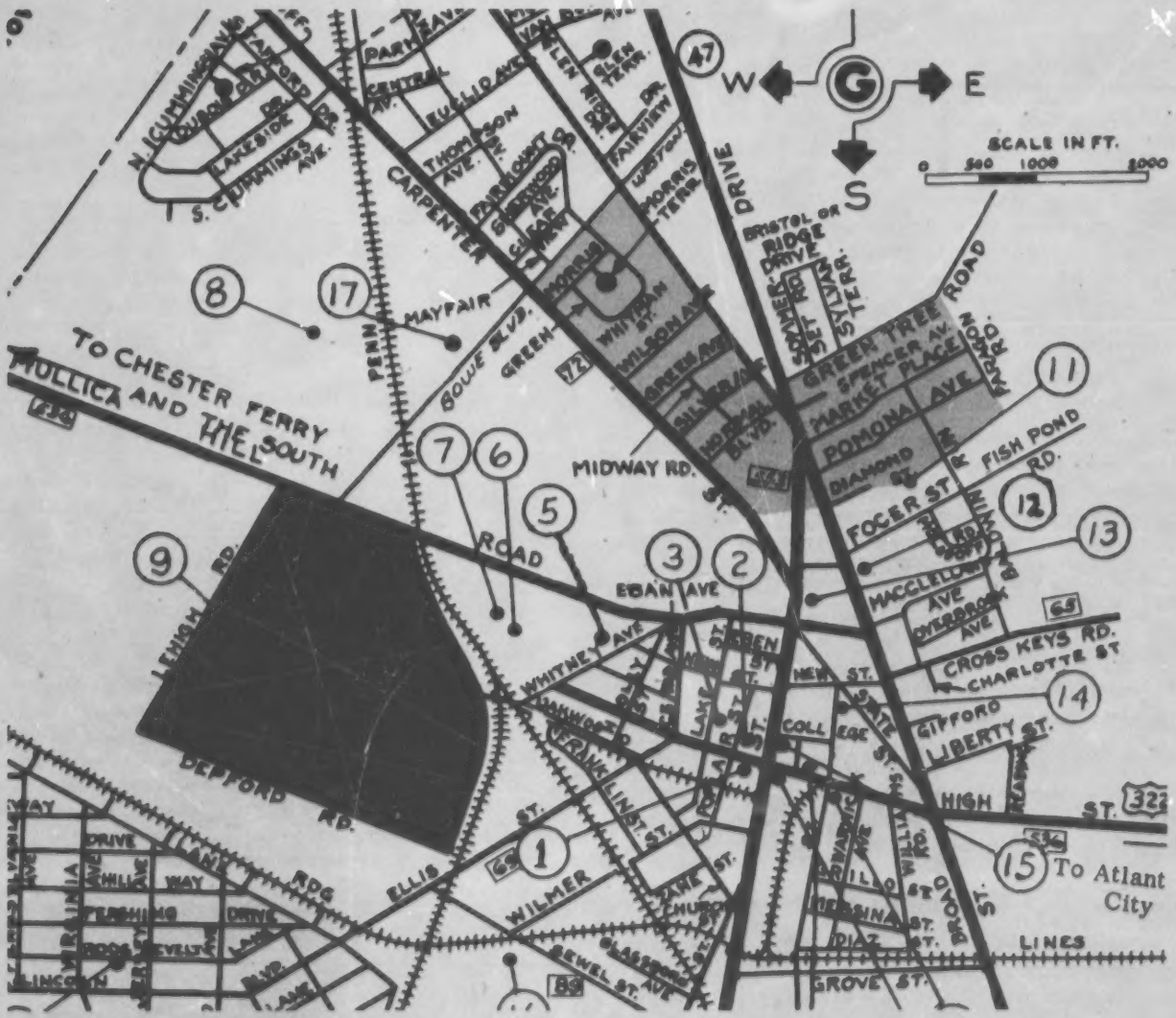
LIGHT GRAY DISTRICT

Ward 3

Midway Rd. – Route 553
Average Income – $8,000
multiple housing
5000 people
40[illegible]0 potential voters
40[illegible] registered
50[illegible] turnout average

Ward 4

Greentree Rd. – Diamond St.
Average Income – $3,500
multi-unit housing – Fed. project
10,000 people
7,000 potential voters
20% registered
40% turnout average



SAMPLE ELECTION FACT SHEET

FREEHOLDERS

Official Job Description

"The board of freeholders is the county legislature. They not only enact their own programs – they review and approve those proposed by the executive. They act as a 'watchdog' over the executive's administration of the county. The board of freeholders shall pass whatever ordinances and resolutions it deems necessary for the benefit of the county.

"The board is empowered with the responsibility of adopting the county budgetary programs. They control the annual operating and capital budget through their ability to reduce or increase any items therein. The board also monitors county administration and has the power of investigation over any aspect of county government. The freeholders are also responsible for contracting with municipalities to provide county-wide services where municipalities wish to do so.

"More importantly, the board serves as a check and balance to the executives; not only do they provide the advice and consent to big executive appointments, but the board also possesses the power to override the executive's legislative veto by a 2/3 voter of its members.

"The most significant power the board has – and its greatest check on the executive – is the power to adopt and amend the administrative code by ordinance."

(Mercer County Charter Study Commission. October, 1976.)

CANDIDATES FOR MERCER COUNTY FREEHOLDER

ALBERT E. DRIVER, JR. — DEMOCRAT
76 Allentown Rd.
Robbinsville, NJ 08691 — (For three year term)

Mercer County Freeholder 3 years – Served on Township Committee (Washington) 6 years. Mayor for 4 years. Attended Trenton Parochial Schools. Degree: B./Business Administration, Florida State Christian College. Former owner of A.E. Driver & Son, 20 years. Chairman of the Mercer County Heart Fund 1975-76, 2 years.

BARBARA BOGGS SIGMUND — DEMOCRAT
8 Evelyn Place
Princeton, NJ 08540 — (For three year term)

Manhattanville College, 1961; Consultant, Center for the American Woman and Politics, Eagleton Institute; Former teacher, Stuart Country Day School; Princeton Borough Councilwoman 1973-76; Member, Princeton Regional Planning Board 1973-75; Member, New Jersey State Commission on the Status of Women; Trustee, Rider College and Manhattanville College; Incumbent Freeholder.

PAUL J. SOLLAMI — DEMOCRAT
11 Seven Oaks Lane (Ewing Twp.)
Trenton, NJ — (For three year term)

Attorney at Law – State of N.J. since 1960, Georgetown Law School 1958 – LLB; Villanova Univ., B.A. degree 1953; Incumbent Freeholder since July, 1970; Served as Attorney for the Trenton Zoning Board of Adjustment from 1960 to 1969. From 1970 through 1973 served as Chairman of the Dept. of Planning and Economic Dev.

JAMES C. HEDDEN — DEMOCRAT
5 Beverly Place
Hamilton Square, NJ — (For one year unexpired term)

Mercer County Community College, A.A.; Trenton State College, B.A.; Rider College, M.A. (December); Exec. Dir. N.J. Subcontractors Assoc.

ROMAN E. HARRIS — REPUBLICAN
415 W. State St.
Trenton, NJ 08618 — (For three year term)

41 years old. B.A. – Michigan State University, College of Business & Public Service Licensed Real Estate Broker, NJ & PA. 16 years in selling, developing and appraising real estate in Mercer Co. The past 18 months employed by the State of NJ in various capacities relating to real estate and finance.

JACK (JACK) E. PIERSON III — REPUBLICAN
11 Vicky Ct.
Trenton, NJ 08610 — (For three year term)

B.A. in 1968 and a M.A. in 1971 from Trenton State College in industrial education. Presently in an education administration masters program at Rider College. Upon graduation from Trenton State, I received an appointment to the teaching staff at the Katzenbach School for the Deaf where I have taught welding, for the past nine years.

JOSEPH V. PISKOROWSKI — REPUBLICAN
R.D. 3 – 204
Princeton, NJ 08540 — (For three year term)

Self-employed Dairy Farmer. Married, three sons. Former Director, National Dairy Herd Improvement Assn. Former President, Mercer County School Boards Assn. Former President, Lawrence Twp. Board of Education. Candidate for Mercer County Freeholder, 1975. Former Chairman, Mercer County Republican Committee on County Gov.

DANIEL ANDERSON — REPUBLICAN
214 Berg Avenue
Trenton, NJ — (For one year unexpired term)

Attended Princeton High, 2 years Army, overseas, 2 years Rider College; School of Business, Business Administration, 15 years as barber, City of Trenton, member of Black Businessmen's Association of Trenton, Ministrial Alliance of Trenton and vicinity, member Hamilton Township Human Relations Council.

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CANDIDATES FOR THE HOUSE OF REPRESENTATIVES

MILLICENT FENWICK — REPUBLICAN
Address
(not available)

House of Representatives — elected 1974. January 1975: House commission in banking in currency, small business. 1972, resigned for consumer commission. 1971 — reelected for New Jersey State Assembly, 1969 served first term on New Jersey State Assembly, consumer rights, prison reform. M. Fenwick was educated at Columbia University, and has two children and eight grandchildren.

FRANK NERO — DEMOCRAT
Address
(not available)

Occupation: High School teacher at Plainfield High School
Education: Kean College; B.A. (1968), Seton Hall; M.A. (1971)
Experience in Government: Councilman in North Plainfield (1971); Mayor (1972-1974); Somerset County Freeholders (1973 to present)

JOHN GIAMMAREO — PRO LIFE PARTY
Address
(not available)

Owner of private business. Mr. Giammareo's education was not available nor was his political experience.

JOSEPH VIOLA — RESTORATION PARTY
Somerville, NJ 08876

Mr. Viola's occupation is a Social Studies teacher. His educational background includes; Rutgers, the State University and was Phi Beta Kappa (1970).

SAMPLE SUBTLE BIAS OF MEDIA PROJECT

Objective: To analyze the coverage of either the *News and Courier* or the *Charleston Evening Post* of the upcoming presidential election between President Gerald Ford (R) and Jimmy Carter (D).

The project will begin with the next edition of the newspaper. Your research should focus on whether the paper favors one candidate or the other.

A. Select either the *News and Courier* or *Charleston Evening Post* and continue reading one of them the entire time of project (August 26 through November 3).

B. You will be responsible for the following three kinds of materials in your project:
   1. *News articles* on presidential campaign (analyzing headlines, pictures with articles, slant of story, placement of articles in reference to space and page, and frequency of articles on particular candidate).
   2. *Advertisements* on candidates: (space and page).
   3. *Political cartoons and pictures:* (negative, positive, or neutral images of candidates depicted).

C. You will be required to keep a special folder in which, on Friday of each week, you will summarize the newspaper's coverage during that week on the presidential candiates. The summary should include:
   1. The number of articles, cartoons, pictures, etc. on the campaign.
   2. The type of headlines – slanted, visually pleasing, placement, etc.
   3. Your opinion of the paper's coverage, whether or not it is favoring one candidate or the other. In writing your analysis, be certain to use #1 and #2 to show justification for your position.
   4. Actual examples of #1 and #2 to support #3.

D. Once each week, time will be spent to spot check the notebooks and to have some of them used for a class discussion (Friday, unless told a different day).

E. In the last section of your folder you should include a conclusion on newspaper based on your study over the election time period. The conclusion ought to be an indepth analysis of your position regarding the newspaper with justification to support your conclusion.

F. There will be three grades given for this project:
   1. English (graded by English teacher)
   2. Comprehensiveness of booklet
   3. Analysis justification, i.e. the way in which you use support from the paper to justify your analysis.

Camden High School student working on the campaign (1975) issue analysis bulletin board at the school.

CHECKLIST: NEWSPAPER BIAS

NEWSPAPER: _____

CANDIDATE: _____

*FAV. = Favorable
UNF. = Unfavorable
NEU. = Neutral

	Week of _____			Week of _____			Week of _____		
	*FAV.	UNF.	NEU.	FAV.	UNF.	NEU.	FAV.	UNF.	NEU.
TREATMENT:									
I. ARTICLES:									
A. Length of Coverage:									
1. Thorough									
2. Average									
3. Sketchy									
B. Placement: (on or next to)									
1. Page/Section									
a. Front									
b. Last									
c. Obituary									
d. Classified									
e. Sports									
f. Editorial									
g. Comic									
2. General Location									
a. Prime spot									
b. Buried/Hidden									
II. PICTURES:									
III. HEADLINES:									
IV. POLITICAL CARTOONS:									
A. Editorial page									
B. Comic section									

CANDIDATE: _____

	Week of _____			Week of _____			Week of _____		
	*FAV.	UNF.	NEU.	FAV.	UNF.	NEU.	FAV.	UNF.	NEU.
TREATMENT:									
I. ARTICLES:									
A. Length of Coverage:									
1. Thorough									
2. Average									
3. Sketchy									
B. Placement: (on or next to)									
1. Page/Section									
a. Front									
b. Last									
c. Obituary									
d. Classified									
e. Sports									
f. Editorial									
g. Comic									
2. General Location									
a. Prime Spot									
b. Buried/Hidden									
II. PICTURES:									
III. HEADLINES:									
IV. POLITICAL CARTOONS:									
A. Editorial page									
B. Comic section									

THE ORGANIZATION OF A STUDENT POLL

by

Eugene Kelsey, a Metuchen High School student

The best way to run a well-organized poll is to select a group of about six students to do all the preliminary work and to make proposals on the operation of the poll for the class's approval. The committee would be responsible for making proposals as to the size of the sample, the area to be polled, and other such questions that would be difficult for a large group of students to decide. Even though these proposals are made by the committee, it is the class as a whole that should finally decide whether or not to use the committee's suggestions. Students who are chosen to be on the committee should have some basic background in American Government and should be willing to do the work involved. Besides the preliminary work, it is the committee that would do most of the tabulating.

First, the committee must decide on the size of the poll. Though the poll size is not extremely important, remember that if the poll is too small it will not be accurate and that if it is too large, it can become hard to manage effectively. There are many ways to determine the size of the sample. For example, a specific percentage (e.g. 10%) of the population could be surveyed and the student work-load apportioned accordingly. In another way, students (e.g. 30) agree to survey a certain number of people (e.g. five) each day and this would result in a poll of fifteen hundred over a ten-day period.

The next step in setting up the poll would be the drafting of the questionnaire. It must first be decided what type of questions are to be used. The two choices are short answer (fill-in-the-blank) or multiple choice; the latter is the easier to work with because of the time saved in the tabulating. Wording of questions should be objective.

> The questionnaire itself presents large problems. Great care must be exercised to avoid ambiguity, bias and, especially, generalities in the wording. Differences in phrasing may bring completely different answers. For example, if Northern whites are asked: "Do you support civil rights legislation aimed at bettering the Negro position in the nation?" they are likely to register general agreement. But if they are asked: "Would you like a black as a neighbor?" the answer in all probability will be a resounding negative.[1]

After the sample sheet is set up, polling may begin.

The next step would be to gather the group of interviewers. This group has the hardest and most important part of this project and the students that are doing this should be aware of the work involved. There are two methods of interviewing that can be used. One is conducted over the telephone, the other in person, such as going house-to-house or to a public place. Of the two methods, the quickest and most efficient would be the use of the telephone. Again this is a personal decision dependent upon the area involved. In assigning the interviewers to take their samples the committee must decide on the length of time available to take the sample. It can be taken all in one day which would give the interviewer the public feeling for that day, or they can operate for a length of time interviewing five people per student a day and this method would give the interviewer the changes in public feelings over a period of time. After it is decided how the process will be handled, they then assign the students to make their interviews. Remember, as in the drafting of the questionnaire, when asking the questions the interviewer must remain completely unbiased so as not to influence anyone's answers.

It is important that interviewers maintain good records and return all interview sheets promptly. If sheets are not handed in, the poll's accuracy might be affected. Consequently, it may be advisable to assign each student a letter (e.g. A, B, C) and to letter and number consecutively each of the sample sheets. By this method, it can be quickly determined whether or not each student has returned his sheets.

After returns are received, tabulation can begin. This can be done day to day (to note changes in public feeling) or all at once. A group of about six students should be selected to tabulate the returns in order to minimize confusion. If calculators and adding machines are available or if students make up a tally sheet summarizing the sheets collected, tabulating time can be cut in half.

While final results are being tabulated, arrangements for an interview with a local newspaper should be made to offer them the story of your poll and the results. This could be done with one article or a series, such as one article stating the poll's predictions before the election, and another article after the election stating the percentage of accuracy of your poll.

The most important thing to remember while running this poll is *organization*. Without it, the poll will not run smoothly, and the degree of accuracy that was desired cannot be achieved.

THE METUCHEN HIGH SCHOOL POLL

For several years Metuchen High School's IPLE class has run a poll of the general election in November. Voter preference in choice of candidates and referendum questions were sampled. The two communities that were sampled were Edison and Metuchen. Edison was chosen for its population and Metuchen for its local interest.

Two identical samples were taken on two different occasions before the November election. This was done to note possible changes in public feeling as election time came closer. The first sample was taken four weeks before the

[1] Lester Markel, *What You Don't Know Can Hurt You* (Washington, D.C.: Public Affairs Press, 1972). p. 244.

election. The forms for each sample were handed out to forty students in the class. Compared to national samplings this would be considered a very large sample in proportion to population.

During the first sample, students used two methods in their interviewing: door to door and telephoning. The second sample was limited to the use of the telephone on a daily basis.

Out of the three thousand sample sheets that were handed out about 85 percent were returned for tabulation. Tabulation was done with the use of electronic calculators and adding machines.

Numerous articles appeared on the poll (see below) in a local newspaper stating the predictions, and then after the election comparing them to the actual results.

In the past two years the Metuchen High School poll has been very successful in predicting the election results and, in most cases, has predicted not only the winners but also the high and low vote-getters in each race.

Students' pre-election polls on target

METUCHEN — Pre-election polls conducted by some Metuchen High School students predicted the exact percentage of the vote received by one victorious freeholder candidate.

The polls predictions also were within a few percentage points of the results for most of the other candidates in Tuesday's election.

This is the second year the students have conducted the polls and have predicted the winners not only of the vote in Edison and Metuchen but county-wide.

The 39 students in a political institute class conducted two voter samplings of Metuchen and Edison residents polling a total of 2,500 persons. The combined population of the borough and township is about 87,000.

The classes' coordinator, James McDonnell, said voter preference in the township and borough are usually good indications of how a party's candidate will do in the county.

This year the students zeroed in on the exact percentage number of votes carried in the two municipalities by Democratic Freeholder Stephen J. Capestro, a hefty 66 per cent.

Predictions best

The predictions of the Freeholder race results were the students' best since they called the vote for the other two candidates within tenths of a percent.

The students predicted Freeholder John A. Phillips would draw 65.7 per cent of the vote and he drew 65 per cent.

They predicted Freeholder Thomas J. Molyneux would poll 65.5 per cent of the vote and he polled 65.1 per cent.

They had more difficulty pinpointing the percentage of the vote captured by the Metuchen Borough Council candidates but they did predict the winners and who would receive the most votes.

The polls said Democratic Councilman John Bertrand would capture 62.2 per cent of the vote cast in the borough and he received 52.8 per cent.

The polls also accurately predicted the first woman elected to the council but said that Mrs. Catherine Stumpfl would poll 61.2 per cent of the vote and she received 54.5 per cent.

McDonnell explained that predictions are usually more accurate with a larger voter sample. He noted that a change of a few votes in a small sample would throw off a percentage figure which might stand when representing a larger voter sampling.

Patten race projection accurate

The student polls fell into a more accurate range again in predicting Rep. Edward J. Patten, D-Middlesex - Union, as the high vote-getter giving him 73 per cent of the vote while he received 68.3.

It also predicted Democratic Sheriff Joseph DeMarino would receive 60 per cent of the vote and he topped that with 63 per cent.

McDonnell said that falling within five to six percentage points in predicting returns is considered a "very good" poll. And the students did that for all but two candidates.

The student poll predicted the defeat of casino gambling with great accuracy, projecting returns of 64.80 per cent against the issue which drew 63.49 voters against it in the township and borough.

The first poll of this year which was finished in mid-October was already forecasting defeat of the issue at a time when other polls and opponents to the issue were predicting it would pass.

Both student polls also accurately foresaw the county's charter study proposing a county manager system was doomed to fail and again with accurate percentages, calling 57 per cent opposed. In the actual vote, 61 per cent were.

Bond issue approval projected

They predicted the $200 million bond issue for the Green Acres program would carry and it did.

McDonnell was proud of this year's results. "We called every race correctly. We called the order correctly and we called the referendums."

He had been skeptical of the polls results on the bond issues, predicting passage of the Green Acres program. He said he felt "it could be difficult when a young person calls. There could be an automatic answer."

But he was pleased to note the referendum not only carried county-wide but state-wide and passage was predicted in the student poll.

McDonnell is proud of the students in the class, "They're really a great bunch of kids."

He made a point of stepping out of the picture as much as possible this year, allowing the students to conduct the poll to make the phone calls and to tabulate results themselves. And that step proved rewarding.

The class is one of 15 in the state, called the Multi-District Institute of Political and Legal Education. It is funded by a federal Title III grant, the state Department of Education and the Board of Education.

The students also are advised by John Blydenburgh of the Eagleton Institute at Rutgers University.

The project gives the students contact with the candidates, local politicians and the public, McDonnell said. He added the class receives much cooperation from local politicians, who have been keeping an eye on the students' polls.

INTERVIEWER CONTACT RECORD

JOB NO: _____

INTERVIEWER'S NAME _____ SPOT NO: _____ CITY/STATE _____

A. No one home
B. No adult home
C. Refused interview
D. Terminated interview
E. Language barrier
F. Male, female, quota complete
G. Completed interview

CALL NO:		A	B	C	D	E	F	G	COMMENTS
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									

SAMPLE POLLS

Interviewer _____

WEST WINDSOR-PLAINSBORO HIGH SCHOOL

Hello, I'm _____ from the Legal and Political Experience Class at West Windsor-Plainsboro H.S. We are conducting a survey among residents of *Mercer County* about several issues that will be appearing on the ballot on Election Day, November 4. Participants will remain anonymous since we are only concerned with general voter reactions. We would appreciate your cooperation in this matter for a few minutes.

Q.1 What do you feel are the major issues facing the county today?

Q.2 Do you plan to vote on November 4?

Q.3 Which of the following candidates for County Executive do you feel can best support your views?

1. Sayen (Rep)
2. Sypek (Dem)
3. Someone else

Q.4 If the election would be held today, how would you tend to vote on the following issues?

a) New Jersey Equal Rights Constitutional Amendment
   1. In favor
   2. Against _____

b) Constitutional Amendment relating to Senior Citizens
   1. In favor
   2. Against _____

c) Bond Issue on Transportation
   1. In favor
   2. Against _____

Q.5 Is your age between

1. 18 and 25 ☐
2. 26 and 35 ☐
3. 36 and 50 ☐
4. 51 and 65 ☐
5. Over 65 ☐

Sex 1. Male 2. Female

(do not ask orally)

WEST WINDSOR-PLAINSBORO HIGH SCHOOL 1976 POLL

Are you planning to vote in the upcoming election?
Yes ☐ No ☐

Which political party are you affiliated with?
Democratic ☐ Republican ☐ Independent ☐

Which of the following age groups do you fit into?
a. 18-25 ☐ c. 36-50 ☐ e. 65 and older ☐
b. 26-35 ☐ d. 51-64 ☐

(DON'T ASK BUT CHECK OFF ONE.)
MALE ☐ FEMALE ☐

If the election were to be held today, which candidate would you tend to support?
Ford ☐ Carter ☐ McCarthy ☐ Undecided ☐

for Senate?

Republican	Democrat		Other
Norcross ☐	Williams ☐	Undecided ☐	_____

for Congress?

Republican	Democrat		Other
Fenwick ☐	Nero ☐	Undecided ☐	_____

(FOR WEST WINDSOR RESIDENT ONLY)

(choose 2) West Windsor-Council

Republican	Democrats	
Ray Lockhart ☐	Jack Boye ☐	Undecided ☐
Carol Beske ☐	Sally Stillwell ☐	

If the election were to be held today, would you tend to support the constitutional amendment permitting casino gambling in Atlantic City?
Yes ☐ No ☐ Undecided ☐

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INTERNSHIP EXPERIENCE

Although this entire section of the manual has been devoted to the use of outside resources in the IPLE program, perhaps the most effective use of outside experts lies in the direction and supervision of student interns. Students are placed as interns in the positions of participant/observers to work with the experts in their environments. Thus a student might work in a campaign headquarters alongside the campaign manager, or at the police desk along with the dispatcher. The purpose of placing students with officials in different levels and agencies of government is to give them first-hand experience in the day-to-day operation of government.

The specifics of such a program should be worked out between the student and the agency and can be structured and sequenced according to the amount of time the student is giving to the internship. In such a program there is room for both the practical and theoretical: i.e., in addition to on-the-spot experiences, the student might be expected to work out a reading program related to the specific agency in which he is placed. It is hoped that the agency can provide those standard references that deal specifically with the functions of that office.

Where possible, the practical program should consist of general activities such as tours of the general governmental complex of which the agency is a part; visits to sister agencies – private or public – and at different levels of government (municipal, county, state, federal); and routine office work. Where law permits, students should be encouraged to participate in activities which will allow them the inside view of the workings of a particular phase of government. Students should keep a log of their activities, periodically share their experiences with others in the class, and ultimately submit a report based on their internship and reading program.

> *Note:* In some instances, a student may have already established an independent study project on some aspect of politics, government, or law before getting involved in an internship. The choice of where to work is then determined by what agency will best provide facilities and appropriate research material for study.

Four Internship Models

The degree to which a student interns as an observer, a participant, or some combination of the two will vary considerably from one placement to another and according to the particular individuals involved. The following four models may be considered as examples of what internships might be, understanding them as points along a continuum between two extremes.

1. *The Total Participant* – In this type of interning the student becomes a peer to those involved in the activity under study; for example, a student may become so involved in an election campaign that he appears to be a campaign worker like those around him. Although exciting for those involved, this total participation often makes it difficult for the student to see and analyze activities beyond those in which he is directly involved. Thus, a student may emerge with the impression that campaigning is all telephoning.
2. *The Participant as Observer* – At this point in the continuum the student/intern, although involved directly as a participant, still has the opportunity at times to sit back as an observer and question how his role fits into the broader picture.

   In this setting, which may be the most effective as a learning situation, the student is as concerned with the "why's" as the "how's" of the work. Questions will arise such as: How does my telephoning 75 people on North Main Street fit into the campaign? Why has this street been targeted? Why are the voters in this area considered to be persuadable?
3. *The Observer as Participant* – In this third model, the intern has little direct input into the situation, but assumes the role of the more passive researcher. If an intern were assigned to a state legislator, for example, the intern would in this role, be unlikely to have the opportunity to author legislation or participate in a roll call vote, but would instead, spend most of his time acting as an observer of the legislature, contributing only in the manner of an administrative or legislative aide.
4. *The Observer* – In certain situations the intern may not participate to any appreciable degree. If an intern is assigned to a county judge, the student may spend the entire day observing the disposition of cases at the county court house.

Arranging for Internships and Student Political Involvement

Developing the necessary intitial contacts for possible internships can occur at the same time the IPLE teacher organizes a "human resource bank" and/or a mini-board of advisors for the class. Letters to political and governmental officials informing them of the objectives of the IPLE program can be followed by personal contacts. It is adviseable to set up an internship planning session at a mutually convenient time, involving the appropriate official(s), the teacher/coordinator, and a student leader.

In making plans for working with political parties, with student involvement in campaigns, the IPLE program must be totally bipartisan, not only in fact but in appearance. This bipartisan perception is important not only in communities where hotly contested races between the two parties occur, but also in "one-party" communities. Nothing can cripple an IPLE program more severely than for one or the other party to condemn the Institute as a political tool of the opposing side.

In the interest of maintaining a bipartisan posture, several suggested steps should be taken by the teacher in dealing with the parties.

1. As soon as possible, contact the political party "chairpeople" of your district (county or municipality) to explain the interning program and the way in which the interns could assist in the election campaign. The teacher will find that the chairperson will be delighted at the prospect of an infusion of new volunteers into the campaign. At the meeting with the chairpeople

inquire as to the procedure for contacting individual campaign managers/coordinators or candidates.

2. Contact *all* the candidates involved in the coming election (do not assume any information was transmitted from the chairperson). Consult with each candidate as to how the interns may be "plugged into" the campaign organization most advantageously.
3. When the interning has begun, send thank-you notes to those cooperating, and keep in contact to determine if any difficulties arise.
4. The most effective way to develop future successful interning experiences is to plan realistically with the students as to the times, places, and types of assignments that they will accept. (The worst mistake is to promise a candidate 20 volunteers for a Friday night rally before you speak to the interns. Should they have other plans, the teacher will have lost his/her credibility.)
5. A point to be stressed is that, in the above mentioned contacts and planning procedures, the interns should always be involved; thus in a visit to the political party chairperson, a student (preferably an elected student leader) should accompany the teacher. The presence of the student reinforces the intern participation factor in the process.

With some careful planning, aggressive salesmanship, and a measure of good luck, the IPLE teacher and students should be able to arrange for a variety of worthwhile internship opportunities.

The following list indicates the various offices and agencies where students at one IPLE New Jersey school (West Windsor-Plainsboro High School in Princeton Junction) interned during a recent school term. The school is located about 10 miles from the state capital.

New Jersey Common Cause, Trenton
West Windsor Chronicle, Princeton Jct.
West Windsor Police Department, Princeton Jct.
Tarp, Coates, East, Driggers-Attorneys-at-Law, Hightstown
Division of Women, N.J. Dept. of Commmunity Affairs, Trenton
Division of Civil Rights, N.J. Dept. of Public Safety, Trenton
Mercer County Courthouse, Administration Office, Trenton
Office of Citizen Complaints, N.J. Dept. of the Public Advocate, Trenton
Division of Local Government, N.J. Dept. of Community Affairs, Trenton
N.J. Governor's Office, Trenton
N.J. State Assembly (Majority and Minority Leadership Offices), Trenton
Mercer County Dept. of Correctional Institutions, Trenton

Student Legislative Training Center

A special type of internship opportunity available to New Jersey students is the Student Legislative Training Center, initiated and run entirely by IPLE students. Located in the state capital, the center was organized with the following objectives:

1. To instill in the students a better understanding of government and its agencies.
2. To give students a sense of responsibility, and to train them to become effective citizens.
3. To enable the students to learn "how a bill becomes a law" through active participation in the passage of bills.
4. To emphasize the immense power that the lobbyist wields.
5. To build self-confidence in the students through dealing with people.
6. To sharpen the students' abilities in research and speaking skills.
7. To provide the students with a better insight into politics and law.

While the state capital – specifically an office at the Department of Education, 225 W. State St., Trenton – was selected as the most appropriate and convenient site in New Jersey, this type of activity could be conducted on a smaller scale at the county or local level, or even from a school room.

The following outline of the experience of IPLE students in New Jersey can serve as a model for others to adopt or adapt in organizing such a training center:

Procedures for establishing a center

1. Determine a site and arrange for an office to include a telephone, files, and writing space.
2. Select a chairperson responsible for scheduling students and keeping the office running.
3. Gather materials – books, clippings, Legislative Index.
4. Notify legislators and professional lobbyists of the center's existence, and seek their cooperation in working with the students.
5. Notify participating schools and have each register the number of students interested in working and/or being trained at the center.

The Learning Process

To teach legislative lobbying, the teacher can utilize current newspaper articles and books to convey to the students the role of the lobbyist and the different types of lobbyists. For example, some lobbyists are affiliated with, and paid by, a group or industry. They are called professional lobbyists. Others are concerned citizens who have a personal interest in a piece of legislation and lobby effectively without remuneration. Professional lobbyists (private and public interest) should be invited to the classroom or training center to talk with students. They can stress the power that the lobbyist wields and can dispel erroneous preconceived notions that the students might have concerning lobbyists and lobbying. Emphasis should be placed on teaching students that they have the ability

and responsibility to become effective citizens and lobbyists themselves. Students will learn that legislators listen to students, appreciate sincere student commitment, and are aware that students are part of the electorate.

As a follow-up to the discussions, the teacher acts as a catalyst in developing the students' priorities. Once they have developed specific interests, the students can then conduct research into present legislation relating to personal concerns.

In some instances, where no available legislation pertains to their concern, the teacher can direct the students toward organizations, legislators, and people with the ability to assist the students in drafting new legislation.

Activities of the Center

1. Conducting legislative tours of the State House.
2. Instructing students on the "how to's" of researching legislation and lobbying.

3. Researching bills of interest – developing a fact sheet for use when meeting with legislators.
4. Drafting legislation when no bills are "in the hopper" on a particular subject of special interest.
5. Facilitating meetings with legislators from students' own districts, as well as other sponsors, key legislators, and aides.

Results

During the past three years, student interest in the Legislative Training Center has been high. By using the facilities of the center and acquiring, in a practical real-life setting, the necessary skills to lobby effectively, students have a rewarding educational experience. They have seen some bills die in committee but have been responsible for getting others all the way to the Governor's desk.

Administration of an Internship Program

Because IPLE internships involve students earning school credit for off-campus experiences and missing occasional classes in their other subject areas, and because of other special circumstances, the administration of such a program must be handled responsibly. The question of evaluating the effectiveness of an internship, including sample supervisor and student forms, is included elsewhere in this manual (chapter on IPLE Testing and Evaluation, pp. 106 and 110). A form should be developed for students to obtain clearance from their other teachers on released time from their classes. In addition, a parents' permission form should be used. In certain circumstances, such as a police department internship, the agency may require it. Examples of each of these are included at the end of this section (p. 74). In addition, all the general teacher suggestions for public relations and intra-school cooperation apply particularly in the area of coordinating internships. (Refer to section on building support for IPLE in the school, pp. 15-21.)

SOUTH BRUNSWICK HIGH SCHOOL COMMUNITY INVOLVEMENT

One IPLE school, South Brunswick High School of South Brunswick, N.J. which has an extensive community internship program for all its students, has developed a handbook for supervisors to explain the objectives as well as the logistics of student interning. Although each school's arrangements must suit its own situation, the following excerpts, quoted from the South Brunswick handbook, suggest ways such a program could be organized:

> This handbook was created to provide essential information for CIPED* sponsors. We hope all who use it will find it helpful and keep it available for a handy reference when questions arise about the program. The CIPED office is open from 7:30 A.M. to 3:30 P.M. and can be used as a source of additional information at any time (Phone 609-329-4567).

South Brunswick High School's Community Involvement Program was formally adopted by the Board of Education and approved by the State Department of Education in 1973. CIPED has as its major goal the bringing together of students' needs and community resources to provide a unique educational experience that is not available within the High School. Through these experiences students have grown in numerous ways, especially in their ability to relate to people, in their self-confidence and in their understanding of the demands in the real world.

CIPED has only been possible because of the selfless contribution of time and skills by close to 400 sponsors in our surrounding counties. The continued positive response of community members to the Program has been of tremendous encouragement to the CIPED Staff. We hope the benefits to Sponsors equal in some degree those to our students.

ATTENDANCE: Since students go to CIPED activities only once a week, good attendance is essential. Students absent on CIPED days are obligated to call and inform you. We will announce this to all students at the beginning of the year. It would be helpful if you stress this with each student also.

CREDITS: CIPED credit is only awarded for time spent at a placement. It is school policy to permit students to make up excused CIPED absences (illness or family emergenices

*CIPED = Community Involvement/Personal Educational Development

only). If a student wishes to make up credits by spending extra time at your placement, this should only be permitted at your convenience.

NO STUDENTS ARE PERMITTED TO RECEIVE PAY FOR THEIR CIPED ACTIVITY SINCE THEY ARE WORKING FOR SCHOOL CREDIT.

EVALUATION: Each marking period, both students and sponsors are asked to complete a written evaluation of the activity and of their performance. These evaluations, plus attendance information, will be used to determine a report card grade. Possible grades are O—Outstanding, S—Satisfactory, I—Incomplete or U—Unsatisfactory.

LUNCH: Students are expected to provide their own lunches at their CIPED placements. They should adjust their lunch hour to meet your work schedule.

PROBLEM SOLVING: As in any new situation, problems should be expected. It is part of a student's learning experience to solve many of these problems independently. We hope that students will feel free to discuss and try to solve these problems with you as well. If the problem cannot be solved between you and the student, please do not hestiate to call in the Program Director.

ROLES & RELATIONSHIPS: A CIPED placement is a learning experience. This experience results from being a participant, an observer, a critic, an advocate, and generally, a source of productivity and service with you. CIPED students need energy and enthusiasm; they need the desire to see how the world outside of school really works; and, lastly, they need to reflect on their experiences and put them into perspective with their own career goals and individual aspirations. Your role in helping students achieve the overall goals of the CIPED Program is a critical one. It is our hope that your participation in the CIPED Program will prove to be mutually rewarding.

It is important that the student-sponsor relationship be a realistic one. Student and sponsor expectations should be set at a level that is attainable, that maximizes opportunities for student success, that meets your needs.

Accordingly, it is our hope that as a supervisor you would:

1. *Introduce the student to the total organization and its goals,* pointing out where the student fits into the overall scheme. Allow time for the student to become acquainted with other staff and their respective responsibilities.
2. *Provide adequate initial direction to the student* so that he feels comfortable with his assignment and he can proceed somewhat independently.
3. *Provide one designated supervisor for the student.* This is a must. One person must be responsible for the student's time, assignment, and evaluation. A second person may also be designated for these responsibilities if the supervisor is out.
4. *Include students in as many activities as possible.* One of the real opportunities for students to learn is by gaining a perspective on the overall operations of an organization.
5. *Vary the activity.* No person can remain motivated and satisfied at a job if there is no variety in the type of activities in which he must participate.
6. *Provide help* with any matters on which the student has questions or lacks the knowledge to deal with effectively.

SAFETY: Sponsors should be aware of the restrictions of the child labor laws that apply to minors being present in their establishment. Though CIPED students are not paid employees they are still governed by the rules and regulations of Federal and State labor laws.

Any student inquiry or illness should be immediately reported by the Sponsor to the CIPED office (201-329-4567).

Sponsors should remind the student to report the injury to the CIPED office when returning to the High School in order to complete the appropriate accident forms.

Students have been requested to report to their CIPED Director any possible dangerous situations connected with their CIPED environment; Sponsors should report any students who deliberately violate safety rules at the Sponsor's site.

TRANSPORTATION: The school provides transportation to all CIPED activities, unless it is possible to walk. Some students, with parental permission, drive to their CIPED assignments.

The school-provided buses bring students to their placements; they arrive between 8:30 and 9:30 A.M. They pick them up again between 1 P.M. and 2 P.M. Drivers will tell students approximately what time to expect the bus.

SAMPLE RELEASED TIME FORM

WEST WINDSOR-PLAINSBORO HIGH SCHOOL
346 Clarksville Road, Princeton Jct.

Date_____

_____ is participating

in an internship this year with the _____.
This program is in conjunction with the Legal and Political Experience course. Students assuming this responsibility understand that the following guidelines must be carried out.

1. Released time will be limited to two days per month.
2. All subject teachers should be notified at least two weeks in advance and offer their approval of the dates.
3. Released time should be flexible enough so that examinations and other necessary classroom activities as can be accommodated.
4. Students should maintain a B average or achieve their maximum level in all other classes.
5. Students must take the initiative in asking for and making up all work missed while on released time.

Thank you for your understanding

Alan Markowitz
Social Studies Supervisor

For the month of _____, the following dates are scheduled for released time.

_____ _____

Period	Subject	Teacher's Signature
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

SAMPLE PERMISSION FORMS

WEST WINDSOR-PLAINSBORO HIGH SCHOOL
Legal/Political Experience

PARENT PERMISSION FORM

Date_____

I hereby give _____
(first name) (last name)
permission to participate in the Internship program at

_____ during the 19_____
(Location of Internship)
school year.

I understand that the student will provide his/her own transportation to and from this assignment.

Signed _____
(parent or guardian)
Telephone _____

RELEASE FORM
(for Police Ride-along Internship)

I,_____ do hereby release the City of Bowling Green, its agents and employees, from all claims whatsoever that might arise from any negligence of the City of Bowling Green, and agree to indemnify and save the City of Bowling Green harmless for any acts of omission or commission that the City of Bowling Green, its agents or employees or any other outside person might perform while I am participating as an educator seeking realistic on-the-job experience with the City of Bowling Green, Ohio, Police Division.

This release is being signed by me, wherein I expressly waive any acts of negligence of the City of Bowling Green, and waive any liability on the part of the City of Bowling for any of its acts of negligence of its employees or agents.

This release is being signed, realizing that I will be working under a department of the City of Bowling Green during a training session.

IN WITNESS WHEREOF, I have hereunto set my hand this _____ day of _____, 19_____.

_____

WITNESSED:

_____

_____

"Turning Students On to Active Citizenship": THE COMMUNITY AS A CLASSROOM

"Turning students on to active citizenship" is a major Institute goal, achieved in part by the use of the community as an extension of the regular classroom. Through internships students are encouraged to go out into the world of mayors, senators, and lobbyists for first-hand experiences. For instance, instead of memorizing positions and their functions on a municipal organizational chart, students work with municipal officials such as tax assessors, answering homeowners' questions on tax re-evaluations. Most IPLE teachers have been successful in arranging a varied community-based experience for their students. The following examples illustrate the kinds of worthwhile experiences involving the community which are possible under this program:

- "Some of our students never knew what a county Freeholder did until they were assigned as interns to the Middlesex County Board of Freeholders and saw a multimillion-dollar operation in action," said James McDonnell, coordinator of the IPLE program at Metuchen. Through their research and internships, Metuchen students developed a massive display on municipal government career positions from sanitation jobs to law enforcement. This display was exhibited at various locations including a bank and was viewed as an important tool to educate the community at large.

- Bike pathways may be built to provide safer travel for Brookings, South Dakota cyclists as a result of IPLE students appearing before the local city council armed with the results of a poll, cost figures, and a promotion plan.

- Parsippany High School students did an extensive survey for the town's recreation department, recommending use for park and recreation land that will be followed by the town's planning board.

- Joani Phillip, an articulate senior who aspires to a law career, spent her internship working with New Jersey's Republican Senator Clifford Case. "We talked about the power structure, and what a legislator can do for his constituents. My time in Washington gave me a closer, more realistic view of government and politics in action than I could have gotten in any other way."

- IPLE students in East High School, Rockford, Illinois assisted in the rewriting of several pamphlets including one on home rule and local government.

- Seventeen-year-old William Wallace of Mount Laurel, New Jersey, worked long and hard to convince his town council to pass a $50,000 bond issue for the construction of new tennis courts. William says, "I spent hours at the courts counting the number of players and seeing how long they had to wait for a court. Then, armed with the facts, I went to a town council meeting. At first, I suppose the city fathers were wondering why a kid was wasting their time. But after I appeared at three consecutive meetings, and the councilmen really looked at my research, they passed a resolution in favor of a bond issue to finance new courts."

- "Youth power and gray power have joined forces to achieve a common goal," according to Jim Geoghegan, a Westfield High School teacher. He reports that his IPLE students first approached the city council on the feasibility of organizing a recreation center. When rebuffed by comments that "citizens wouldn't support the project," students gathered supporting data via a community poll and sought the support of the local senior citizens group. As a result of the students' efforts, two students have been appointed to act as liaisons to the city recreation commission and progress is being made toward the realization of a recreation facility for the entire community.

- Commenting on the creation of the Student Legislative Training Center in New Jersey, a member of the General Assembly, Barbara Curran, expressed congratulations and said, "There could not be a better program for young people today."

- The following letter from the West Windsor Police Department expressing appreciation for the efforts of one of their student interns, Judy Markuscn, is reprinted here as testimony to the success of the internship experience.

WEST WINDSOR TOWNSHIP
POLICE DEPARTMENT
South Mill Road, Princeton Junction
Mercer County, New Jersey 08550
609-799-1222

FRANCIS J. MAGUIRE, Chief of Police

IN APPRECIATION

To Miss Judy Markuson of 210 Fisher Place, Princeton, New Jersey, we extend our appreciation for the cooperation and dedication exhibited during the school year, September 1975 – June 1976, while an intern with our Police Department in a coordinated endeavor with the "Political Thought and Experience Class" of the West Windsor Plainsboro High School.

Her exuberant quest for knowledge regarding law enforcement is a credit to the school, the community, her parents and her personally. Having an individual work with our department, who was willing to exceed the requirements established by the course instructor, is an asset for the continuance of this worthwhile project.

Miss Markuson's intense interest was instrumental in fostering confidence in the program of some of our members who were skeptical of its success at the inception. The qualities she exhibited are indicators of future success in whatever profession she chooses, and hopefully she will decide on a career in criminal justice.

Chief Francis J. Maguire

FJM:mh

State of New Jersey

GENERAL ASSEMBLY
STATE HOUSE, TRENTON, N. J.

ASSEMBLY RESOLUTION

By Assemblymen FORAN, WEIDEL and SNEDEKER

Adopted January 8, 1976

WHEREAS, A group of students from the Institute of Political and Legal Education of West Windsor-Plainsboro High School is here today to witness the General Assembly in session; and,

WHEREAS, The students from this program are participating in the legislative and executive branch of government; and,

WHEREAS, The students are working under the able direction of Alan Markowitz; now, therefore,

Be It Resolved by the General Assembly of the State of New Jersey:

That a cordial welcome be extended to the students; and,

Be It Further Resolved, That duly authenticated copies of this resolution, signed by the Speaker and attested to by the Clerk, be transmitted to the students and Mr. Alan Markowitz.

S. Howard Woodson Jr.
Speaker of the General Assembly.

Attest:

John Miller Jr. 79
Clerk of the General Assembly.

CHAPTER V
MODEL CONGRESS

INTRODUCTION

One of the most important and worthwhile activities in the entire curriculum of the Institute for Political and Legal Education is the Model Congress, in which high school students from different schools convene to simulate legislative politics and decision-making. Through this experience, students learn and develop skills in legislative bill-writing, parliamentary procedure, leadership, lobbying, negotiation, debating, and organization. The general steps followed in such a Congress, from initiation of legislation to final passage, are the same, with slight variations, for all levels of government. Consequently, students participating in the Model Congress are able to integrate and experience the concepts they have learned during the year in their study of political and governmental decision-making.

In the IPLE program, the Model Congress is an annual event held at a state college or high school campus. The specific procedures and organizational details used by IPLE need not be followed exactly to ensure successful duplication by other schools. The following pages describe one method of successful organization, with forms and instructions included, for those wishing to conduct a Congress.

OVERALL ORGANIZATION

Presented herewith is the planning outline for a Model Congress held by the Institute in 1973, at Parsippany, New Jersey, for high school students throughout the state. In detail, it is designed to serve as a guideline for the arrangements which need to be made in advance to ensure the smooth and orderly implementation of the Congress. Adaptations in this overall format may be necessary for the particular situations of various school districts.

Outline for Model Congress

Rationale:

It is imperative that we know as much about our system of government as possible. Only in this way can we take full advantage of our privileges as citizens of the United States. We, the Model Congress, will engage in verbal debate and vote on important pieces of legislation; in other words, we shall by these, and other activities, participate in the political processes of the Congress. It is anticipated that Model Congress delegates will develop a greater understanding of the government and its strengths and weaknesses as problems are confronted and solutions are sought through the legislative process.

Objectives:

1. To learn the role of representatives in Congress
2. To learn the workings of representative government
3. To gain a more proficient use of parliamentary procedure
4. To bring together, in free discussion, a cross-section of viewpoints
5. To develop and nurture debating ability
6. To develop public speaking prowess
7. To develop self-assuredness in peer groups
8. To develop a constructive energy force within the student body.

Plan:

1. Organize and select personnel
   a. Co-chairmen and their duties
      1) To preside over house meetings
      2) To supervise the general organization, structure, and guidance in preparation for, and during, the Congress
      3) To supervise initial activities
      4) To be responsible for seeking applicant high schools to the Model Congress
      5) To provide registration and information services for incoming guests
      6) To oversee all of the necessary written material to be sent to applicant high schools
      7) To acquire and distribute materials and literature pertaining to the functions of the Model Congress, including housing information, transportation information, and all pertinent Congressional data
      8) To make provisions for the printing and dissemination of all relevant Model Congress news information
   b. Seven House Committee Chairmen
      1) Armed Services
      2) Commerce
      3) Health & Education
      4) Foreign Affairs
      5) Transportation
      6) Internal Security
      7) Ways & Means
   c. Seven Senate Committee Chairmen
      1) Armed Services
      2) Commerce
      3) Judiciary
      4) Labor & Public Welfare
      5) Governmental Operations
      6) Foreign Relations
      7) Appropriations
   d. Chairman of Housing
      To produce housing for visiting students. (Housing to be volunteered by residents of the community.)
   e. Transportation Chairman
      To arrange transportation to and from host's home, school and the congress. (Transportation to be provided by the students and parents.)

f. Food Chairman
   1) To arrange for the preparation and serving of meals
   2) To arrange for the printing of the meal tickets
   3) To arrange for refreshments (cokes and cookies) as snacks during the Model Congress and during the social

g. Chairman of Entertainment, Supervision and Custodial Services
   1) To arrange for a band to provide entertainment during the social
   2) To arrange for some faculty and administration members of host schools to be present and to supervise activities
   3) To arrange for custodian's assistance in setting up equipment for the Model Congress

h. Secretarial Activities Chairman
   1) To provide secretarial personnel for typing and notetaking of all pertinent Model Congress materials
   2) To obtain printing facilities and appropriate supervisory faculty for putting together the Model Congress booklet
   3) To obtain typewriters and necessary materials needed during congressional sessions
   4) To schedule secretaries to send out all necessary materials and literature

2. Select Congressional Participants
   a. Introductory letters
      Send letters throughout state
   b. Contents of introductory letters
      1) Purpose of Congress – general information and cost
      2) Application form to indicate number of participants and their committee preference
   c. First letters to registrants – contents
      1) One index card for each delegate to provide mailing address
      2) Explanation of each committee
      3) Committee chairman form
      4) Copy of the rules of Model Congress
   d. Second letter to faculty advisors and registrants – contents
      1) Committee assignments
      2) Sample bill
      3) Suggestions for preparation of bills
      4) Copy of congressional rules for each delegate
      5) Bill detailing expenses
      6) Explanation of role of Rules Committee
   e. Third letter
      1) Copy of the agenda of the bills for each delegate's particular committee
      2) Letter of appreciation for intention to participate
      3) Tentative schedule of events
   f. Fourth letter to faculty advisors only – pre-registration information
      1) Transportation
      2) Registration
      3) Luggage
      4) Housing
      5) Meals
      6) Internal Communications
      7) Dress and Decorum
      8) Miscellaneous

3. Actual Preparation
   a. Preparation of seven House Committees and seven Senate Committees
      1) Practice Parliamentary procedure weekly
      2) Rotate chairmanships during training
      3) Handle sample bills
      4) Acquaint clerk of all committees with their duties and responsibilities
   b. Rules Committee
      1) Members:
         a) Co-chairmen of Congress
         b) One member from each of the two houses
         c) One member each from parties
      2) Responsibility:
         To write By-laws for the Congress (rules to expedite the passage of legislation)
   c. Preparation of information center
   d. Preparation of Congressional runners (to take messages from one place to another)
      1) Orientation on Congressional structure
      2) Orientation as to duties and responsibilities of each committee
   e. Hospitality Committee
      1) Select several students to provide refreshments for the Congress
      2) Arrange a lounge for delegations
   f. Housing Committee
      Send letters to community organizations in November explaining the Model Congress and asking their members to volunteer homes for delegates
      1) Specify responsibilities of hosts, including meals
      2) Request preferences of host:
         a) Number of students
         b) Sex of students
   g. Transportation Committee
      1) Obtain volunteers to provide transportation services
      2) Assign specific delegates and/or luggage
   h. Entertainment, Supervision and Custodial Services Committee
      1) Make arrangements for dance and hire a band to provide the entertainment for Saturday evening
      2) Hire and pay custodial staff to set up House and Senate chambers
      3) Arrange for chaperones
      4) Be responsible for public address system
   i. Secretaries
      1) Members of the school business department can be hired for services during Model Congress
      2) Paid secretaries type the literature to be sent out to participants in the Model Congress
      3) Will be assisted by members of the intern corps in mailing and registration of mail
      4) Secretaries will aid in mimeographing literature for members

4. Model Congress Session (see sample schedule)
   a. Registration
      1) Will be set up for a 2-hour period
      2) Will be carried out by members of the intern corps
      3) Material received at registration
         a) House assignment
         b) Transportation assignment
         c) Luggage directions (luggage will be placed in the main lobby in alphabetical order)
         d) Meal tickets
         e) Copy of agenda for their committee
         f) Map of school
         g) Schedule for first day
         h) Model Congress booklet
         i) Copy of By-laws
         j) I.D. Badge identifying delegate – name and school
   b. Opening Joint Session
      1) Greetings by co-chairmen of Congress
      2) Remarks by guest legislators
      3) Greetings from the President of the Board of Education
      4) Last-minute directions and instructions
   c. Party Caucusing and Lobbying
      1) Purpose
         a) To give students an opportunity to form party platforms and lobbying organizations
         b) To work on plan of approach in handling of bills in committee and house
      2) Party formation
         Other parties may be formed if they provide the Rules Committee with a written platform prior to the Congress
   d. House and Senate Committee Meetings
      1) Open session
      2) Proceed through agenda of bills
      3) Questions of procedure will be answered by the Model Congress By-Laws
      4) Faculty advisors will be asked to attend various committee meetings
   e. House and Senate Sessions
      1) The physical arrangement of the houses will be similar to their counterparts in Washington
      2) Delegates will be recognized by the chair by their number or name
      3) Upon recognition, delegates must give their name and school for purposes of identification
      4) Seated on the platform will be the two co-chairmen, parliamentarian, and the clerk
      5) Runners and clerks will be stationed throughout the house for purposes of communication among delegates and between delegates and the chair
      6) Each house will be subject to the By-laws of the chairmen having the final authority.

MODEL CONGRESS SCHEDULE

Friday	2:00 P.M. – 3:50 P.M.	. . . Registration
	4:00 P.M. – 5:00 P.M.	. . . Orientation
	5:00 P.M. – 6:00 P.M.	. . . Dinner
	6:15 P.M. – 7:00 P.M.	. . . Party Caucus & Lobbying
	7:05 P.M. –11:00 P.M.	. . . Committee Meetings
Saturday	9:00 A.M.–	. . . Arrive at School
	9:15 A.M.–10:00 A.M.	. . . Party Caucus & Lobbying
	10:15 A.M.– 1:00 P.M.	. . . Committee Meetings
	1:00 P.M. – 2:00 P.M.	. . . Lunch
	2:05 P.M. – 5:30 P.M.	. . . Full House & Senate
	8:00 P.M. –11:00 P.M.	. . . Dance
Sunday	8:45 A.M.–	. . . Arrive at School
	9:00 A.M.– 1:00 P.M.	. . . Full House & Senate
	1:30 P.M. – 2:30 P.M.	. . . Luncheon & awards

MODEL CONGRESS – A CLASSROOM TEACHER'S VIEWPOINT

Model Congress can and should be the highlight of the IPLE academic year. Its success requires a great deal of prior planning and hard work by the IPLE teacher/coordinator and his class.

The primary problem, assuming the students know the theoretical legislative structure, is the development and refinement of the students' own legislation. Ideally, preparation for the Congress should begin immediately after the Voter Education unit, by encouraging the students to take-up an issue which interests them. Issue analysis during the election campaign (see VOTER EDUCATION Manual) should stimulate student interest in some topic or issue, or an "idea list" can be provided to generate interest. This list can include everything from ecology to capital punishment.

Once a specific topic has been chosen, the student should then develop it into a clear statement that can be suitable for the "preamble" of the legislation. The next step is the development of the full legislation itself which can be done together with the whole class with the use of the blackboard or an overhead projector. Examples of past legislation could be examined along with examples of actual legislation available from local legislators. A resource person who is involved in local legislation can be invited to speak to the class about the preparation necessary for legislation. Through this process, the students will become familiar with the terminology in good legislation. (pp. 80-82 detail the development of legislation.)

At this point, the students write and rewrite their own bills, a laborious struggle. In many cases, particularly when students are not politically attuned, the preparation of a good, or satisfactory, bill requires many writings and hours of teacher time and encouragement, and constitutes the most academically demanding aspect of the entire IPLE curriculum.

An essential part of writing legislation, is the supporting argument, a 500-to-1000 word thesis which students must develop; this must be clear and concise although not necessarily at the same level of the legislation itself.

The teacher should assist the students in their research – the where, how, and what kinds to do. Constant teacher support is vital to insure the required precision and quality.

Training and practice in parliamentary procedures should begin as soon as the students have selected topics and begun writing legislation. (See section on Parliamentary Procedure Training, pp. 87-93.) The importance of continual training and practice in debating cannot be over-stressed. Parliamentary procedure should be practiced at least once a week, more often as the Congress approaches, since most students are not accustomed to this structured form of discussion. The teacher should assume the role of chairman at these practice sessions until several students become capable to handle the task.

In addition to these activities, each student should prepare a supporting argument for another bill which he/she supports. In this way all students can participate, even if their bills do not come up at the Congress. Preparing supportive arguments also helps to solidify research arguments for the original legislation.

Once students complete their legislation, they can begin debate on each other's bills in order to improve the legislation. Although at times feelings might be hurt, it is better to discover shortcomings or errors in the classroom than at the Congress itself.

During this preparation for the Congress, with its hard, long, and demanding work, the teacher must not only encourage and support students' efforts but also tend to a variety of administrative details such as room arrangements, financial payments, publicity notices, permission slips, etc. To lighten the burden, it is wise to use as much student leadership and responsibility as possible.

In the final analysis, all the effort is worthwhile, for a successful Model Congress is a most effective method for students to learn the intricacies of the legislative process by engaging in it.

LEGISLATION

The following information is designed to provide the teacher and students with specific guidelines on the proper format for writing legislation. These instructions were used by the Institute for Political and Legal Education in its Sixth Annual Congress in 1975 and can be adapted to fit individual needs. It is important to remember that the more closely the students stay within these guidelines, the fewer the administrative problems and the greater the efficiency of the actual Congress session.

Students should be given training in bill-writing several months in advance of the Congress, and deadlines for submission of bills should be set at least a month before the actual session. This will allow time for adequate research and development of position papers in behalf of the legislation by student delegates. It also provides sufficient time for review of legislation, assignment to appropriate committee, and the development of a legislative index.

PREPARATION OF LEGISLATION

Provided herein as a concise, step-by-step description of the process of developing and constructing Congressional legislation. It is recommended that each delegate submit legislation that will provide stimulating and provocative debate in committee and in the House or Senate sessions upon passage.

1. **Select a general topic** such as biology.
2. **Adequately research the subject** from a variety of sources inclusive of standard textual material, current periodical publications, legal reviews, and the Congressional Record. Keynote all sub-topics and concentrate investigation. Example: biology → chemical regulations → drug abuse → heroin control.
3. **State purpose of legislation** briefly and concisely, noting if it is introducing a primary law, additional clarification, or revision to existing statutes. Example: to provide for heroin maintenance.
4. **Identify provisions or elements** of proposal noting limitations, time restrictions, jurisdiction, etc. Example: certified M.D. confirms addiction; appropriations; heroin from U.S.
5. **Edit** the entire legislation for inconsistencies, ambiguities, lack of definition, etc. Example: delete wording like *"no less than* 200 million dollars."
6. **Determine committee classification** applicable to legislation topic from lists in this section. The committee *must match* the one you selected as a member on the registration form. Example: Senate Labor and Public Welfare – public health (a bill).
7. **Determine nature of legislation:**
   a. Bill – public or private applicable to the national interest or specific individuals.
   b. Resolution – an action which has the effect of law, but utilized as a carrier for minor revisions in existing statutes by extension or for formal endorsement of Presidential agreements. Generally, it expresses a concern or opinion on a specific situation.

c. Amendment – an addition to or change of the U.S. Constitution or expansion, curtailment, or re-definition of governmental powers.

8. **Construct legislation in prescribed form,** typed on 8 1/2 x 11 paper with one inch margins.
   a. Name of committee typed in capitals and centered, noting House or Senate.
   b. Abbreviate House or Senate by H. or S. when entering committee title on right side. Delete the word "committee" and "high school" as illustrated in model.
   c. Date of legislation should be [*April 25, 1975*] underlined and centered.
   d. Sponsor(s) name must be as it appears on registration form, followed by "introduces the following bill" (or resolution or amendment).
   e. Center and underline the words *"A Bill"* (or *"An Amendment"* or *"A Resolution"*).
   f. The preamble must begin with the word "To" and not exceed two typed lines.
   g. Introductory clause with first three words always capitalized. If introduced in the House, that body's name is placed first, followed by the Senate and vice versa. The clause may be in the following forms:
      - a bill

      BE IT ENACTED by the House of Representatives, the Senate of the United States of America concurring that,
      - a resolution

      BE IT RESOLVED by the House of Representatives and the Senate of the United States of America, in Congress assembled that,
      - amendment

      BE IT AMENDED by the House of Representatives, the Senate of the United States of America, concurring that,
   h. Sections are to be denoted as *Sec.* and underlined.
   j. A time limit must be stated in the *last* section of the legislation.

9. **Accompany legislation** with a researched, double spaced typed report supporting the provisions or proposals itemized in the legislation (approximately 5 minutes' duration). Footnotes are not required; however, documentation is advised to substantiate your opinions. *No legislation will be processed unless this item is attached.* In the upper left corner the following information should be indicated:
   Full name – sex (m/f)
   Committee
   School
   Date submitted
   Preamble ("To clause" of legislation)

10. **Submit legislation** to IPLE office prior to [February 11, 1975]. Legislation must be typed in its final form in order to be published for Model Congress.

Legislation will be printed at the IPLE office and forwarded in form of a legislative index to each participating school by [March 15, 1975]. In addition, legislation will be assigned a number of designated in the example. Any questions regarding legislation or parliamentary procedure should be forwarded to the IPLE office.

SAMPLE BILL

SENATE LABOR AND PUBLIC WELFARE COMMITTEE

Sixth Congress — 51314
First Session — S. Labor & Public Welfare
Harrison East

April 25, 1975

Mr. Jospeh Shubottic and Ms. Maryanne Graymore introduce the following bill:

A Bill

To establish a heroin maintenance program.

BE IT ENACTED by the House of Representatives, the Senate of the United States of America concurring, that

Sec. 1. A heroin maintenance program shall be in effect for a period of two years following passage of this bill under the auspices of the Department of Health, Education and Welfare.

Sec. 2. The Department of Health, Education and Welfare shall spend at least $200 million solely on this program, over and above existing budgetary allowances.

Sec. 3. The Department of Health, Education and Welfare shall determine the necessity for creating new programs or to adapt existing projects for this purpose (i.e., methadone clinics).

Sec. 4. A certified medical doctor must confirm with a standard acceptable test if the candidate is addicted to heroin.

Sec. 5. Any heroin to be administered must be confined to a specified area of distribution and produced within the United States.

Sec. 6. This legislation shall take effect within sixty (60) days following passage.

SAMPLE AMENDMENT

_____ introduces the following amendment:

An Amendment

To abolish the Electoral College from the United States Constitution and to elect the President of the United States by direct popular vote.

BE IT ENACTED by the Senate and the House of Representatives of the United States assembled that,

Sec. 1. Article II, Section 1, paragraphs 2, 3 and 4 concerning the Electoral College shall be repealed from the Constitution of the United States.

Sec. 2. Amendments XII and XXIII of the Constitution of the United States shall be repealed.

Sec. 3. The President and Vice-President of the United States shall be voted for jointly as one candidate.

Sec. 4. The President and Vice-President of the United States shall be elected by a nationwide direct popular vote.

Sec. 5. If the candidates receiving the greatest number of votes do not have at least forty (40) percent of the total number of votes cast, a runoff election shall be held between the two pairs of candidates who received the highest number of votes.

Sec. 6. The days of these elections shall be prescribed by Congress and shall be the same throughout the United States. The times, places, and manner of holding such elections and entitlement of inclusion on the ballot shall be determined by each state legislature and the Congress for the District of Columbia.

Sec. 7. The Congress may make or alter any regulations made by the state concerning the times, places, and manner of holding elections and entitlement to inclusion on the ballot.

Sec. 8. The Congress shall prescribe by law the time, place, and manner in which the results of such elections shall be ascertained and declared.

Sec. 9. The Congress shall have the power to enforce this article by appropriate legislation.

Sec. 10. This Article shall be inoperative unless it shall have been ratified as an amendment to the Constitution by conventions in the several states, as provided in the Constitution, within seven years from the date of submission hereof to the states by the Congress.

STANDING CONGRESSIONAL COMMITTEES (1975)

House of Representatives

Armed Services: Matters relating to the national military establishment, including military space activities; conservation of naval petroleum resources; strategic materials; scientific research and development; selective service functions.

Education and Labor: Measures dealing with education and labor, inclusive of child labor, wages and hours; arbitration of labor disputes; and the school-lunch programs.

Government Operations: Budget and accounting measures other than appropriations; relationships of federal government with states and municipalities, reorganization of executive branch and connected investigations.

Interstate and Foreign Commerce: Commerce, communications, and transportation; interstate power transmission and railroad commerce and labor; civil aeronautics; petroleum and natural gas; securities and exchanges; public health.

Judiciary: General judiciary proceedings inclusive of federal courts and judges; civil rights; interstate compacts; immigration and naturalization; bankruptcy, espionage, and counterfeiting; Presidential succession.

Appropriations: Monetary appropriations for the support of the government and examination of the operations of any executive department or agency. [Note: adapted to include valuation of dollar, public and private housing, commodity or services controls.]

Foreign Affairs: Relations with other governments; United Nations; diplomatic services; international monetary policy; interventions and declarations of war.

Senate

Aeronautical and Space Sciences: Activities concerning aeronautical and space scientific aspects; NASA functions; related astronautical and space developments (not associated with military operations).

Labor and Public Welfare: Education, labor and public welfare in general; mediation and labor arbitration; labor statistics and standards; school-lunch programs.

Government Operations: Budget and accounting measures; executive branch reorganization; studies related to government agencies and state relationships; membership in international organizations.

Commerce: General interstate and foreign commerce, in particular, trucks, buses, railroads, and pipelines; communications in telephone, telegraph, radio, or television; navigation and pilotage; conservation; civil aviation.

Judiciary: Federal courts and judges; Patent Office; civil liberties; protection of commerce and labor; immigration, naturalization, bankruptcy, espionage, and counterfeiting.

Finance: Revenue and tax matters; deposits of public monies; U.S. bonded debt; customs; transportation of dutiable goods; reciprocal trade agreements; tariffs; import quotas; and Social Security.

Interior and Insular Affairs: Public lands, mineral resources; alien ownership; national parks and forest reserves; petroleum and radium conservation; American Indian reservations. [Note: adapted to include agriculture; meat and livestock inspection.]

ASSIGNMENT OF LEGISLATION

The students' proposed legislation should be assigned bill numbers and referred to the appropriate committees. A *legislative index* of all bills should be prepared which lists the sponsor (or co-sponsors) of each, their school (abbreviation), the number, and a short descriptive phrase explaining the proposed law. This guide is given to all participants at the Model Congress. The 1975 index is included not only to show the format followed, but also to suggest the wide range of subject matter which might be used by students in the bills they choose to write.

JOINT GOVERNMENT OPERATIONS

Rep. Daniel A. Walters (from H. Appropriations)	Par. Hills	J1001B	To establish a Federal Utilities Commission
Rep. Lauren J. Byrne	Par. Hills	J1002	An amendment to provide for the general election of Vice President
Sen. Stuart Zimmerman	F L	J1003	Election of President and Vice President
Sen. Eric Koenig	F L	J1004	To create a national primary to select delegates to conventions and major political parties.
Sen. Glenn Allen	E	J1005	To limit defense spending
Rep. Sandra Davis	B T	J1006	An amendment to provide a special election for President & Vice President
Rep. Sherry Eager		J1006	
Sen. Marty Dorward	B T	J1007	To nationalize oil companies
Sen. Rick Vizachero	B T	J1007	
Sen. Dale Gladding	Penn	J1008	An amendment to alter succession to Presidency
Sen. Dale Gladding	Penn	J1008a	To allow for a presidential vote of confidence
Rep. Paul Gilroy	B B	J1077	To retain the Constitutional guarantee of the right to privacy and to control government use of surveillance devices
Rep. Tony Vacca	B B	J1077	
Sen. David Kosten (from Judiciary)	E B	J1105	To limit area of operations, and to provide for closer Congressional scrutiny of the C.I.A.
Rep. Chris Bertics	E B	J1108	An amendment to provide for the election of the President and Vice President by nationwide direct popular vote
Rep. John Brody	G C	J1127	To legalize wiretapping by FBI
Rep. Joseph Casserly	G C	J1128	An amendment to provide for the direct election of the President and Vice President

JOINT INTERSTATE AND FOREIGN COMMERCE

Sen. Daniel Chinitz	F L	J2037	To require navigation course for all water-vehicle operators
Sen. Kenneth Chotiner	F L	J2040	To revamp N.J. waterworks and waterways
Sen. Paul Meyer	F L	J2045	To establish Bureau of Transportation
Sen. Pamela Herman	F L	J2046	To provide for better highway safety
Sen. Robert Bostock	F L	J2048	To place partial embargo on exportation of food stuffs from Arab states
Rep. Clarice Comegys	B T	J2052	To provide free transportation for senior citizens
Rep. Lesley Cowin	B T	J2052	
Sen. Patrick Roche	B T	J2059	To improve public transportation
Sen. Alfred Leroy	B T	J2059	
Rep. Keith Lewis (from Armed Services)	M	J2073b	To provide means of conversion from present system of weights and measures to metric system
Sen. Michael McBain	M	J2082	To provide for the conservation of gasoline
Sen. Bob Berk	S B	J2092	To lower the age of handgun ownership from 21 to 18
Sen. Paul Canning	S B	J2094	To ban interstate shipment of nonreturnable beverage containers
Sen. Karen Herber	E B	J2106	To enforce penalties for false advertising
Rep. John Syzdek	E B	J2107	To reduce the amount of energy consumed in the U.S.
Rep. Paul Daskiewicz	E B	J2109	To retest and relicense automobile drivers
Rep. Brenda Zelnick	E B	J2121	To reduce the import of oil from Middle East and develop research in nuclear energy
Rep. Maureen McLaughlin	E B	J2121	

HOUSE ARMED SERVICES

Rep. Joseph Tarantino	Par. Hills	H1011	To create a permanent subcommittee on the investigation of alleged American War Crimes
Rep. Mark Smith	Par.	H1028	To require a high school diploma for enlisted men in the Armed Forces
Rep. David Weglein	F L	H1038	To provide total amnesty for all draft evaders and deserters
Rep. John Basantis	B T	H1050	To eliminate the storage of lethal chemical & biological warfare weapons in the U.S.

HOUSE ARMED SERVICES (Continued)

Rep. Cheryl Mario	B T	H1054	To provide for the prevention of new construction of nuclear power plants
Rep. Denise Unora	B T	H1054	
Rep. Angelo Stripto, Jr.	N P	H1070	To re-organize NATO
Rep. Angelo Stripto, Jr.	N P	H1070a	To build up military arms
Rep. Keith Lewis	M	H1073	To provide for the purchase of 800 new fighter planes for U.S. defense
Rep. John Ebley	Penn	H1074	To build a new destroyer class
Rep. Jenny Decker	E B	H1114	To provide for the drafting of women into the military services
Rep. Phyllis Adamo	E B	H1114	

HOUSE EDUCATION AND LABOR

Rep. Jim Picard	J	H2020	To provide for care and welfare of migrant farm workers
Rep. Dave McPherson	J	H2021	To provide universal school lunch program
Rep. Ray Marotta	A C	H2030	To provide for reduction of mandatory school age
Rep. Clyde Jackson	C	H2032	To increase social security payments
Rep. Denise Panzera	B T	H2051	To determine eligibility for free and reduce price meals and/or free milk
Rep. Ann Boyd	B T	H2051	
Rep. Maria Stewart	B B	H2078	To legalize euthanasia
Rep. Linda Meier	B B	H2078	
Rep. Andrea Frank	M	H2081	To provide more Federally funded education loans
Rep. Mark Moskowitz	L	H2083	To permit the N.B.A. and A.B.A. to merge and create a league of 28 teams
Rep. Ray Marotta	A C	H2086	To legalize the practice of midwifery in the United States
Rep. Francine Dishman	A C	H2087	To provide for mercy killing
Rep. Stanley Williams	A C	H2088	To prohibit the smoking of cigarettes in public buildings and transportation carriers
Rep. Joseph O'Brien	S B	H2089	To legalize prostitution
Rep. Peter Burke	S B	H2089	
Rep. Michelle Lipsitz	E B	H2116	To provide for the rights of seasonal farm workers
Rep. David Thompson	E B	H2116	
Rep. Lawrence Sachs	E B	H2118	To permit individual states to partially fund private colleges & universities
Rep. Lawrence Schaechter	E B	H2122	To lower the penalties for convicted marijuana possessors
Rep. Michael Lapiska	G C	H2126	To recognize efforts of youth envolvement is legislative action

HOUSE JUDICIARY

Rep. Stephen Donovan	Par. Hills	H3009	An amendment to establish a National Court of Appeals
Rep. David McDougall	Par. Hills	H3010	To abolish capital punishment
Rep. Kathleen Dotson	C	H3034	A resolution to investigate the C.I.A.
Rep. Tony Alston	C	H3035	An amendment to limit presidential pardoning privileges until all charges are brought upon suspects through trial
Rep. David Fischler	Par	H3025	An amendment to abolish the Vice Presidency
Rep. Kevin Balter	F L	H3049	To direct criminal retribution to an injured party
Rep. Todd Kapner	N P	H3069	An amendment on impeaching a faceless President
Rep. Todd Kapner	N P	H3069a	To withhold the conviction records from private agencies
Rep. Rodd Kapner	N P	H3069b	An amendment to repeal the 19th amendment
Rep. Todd Kapner	N P	H3069c	An amendment to limit the length of term of a Supreme Court Justice
Rep. Todd Kapner	N P	H3069d	To prohibit the sale and private ownership of handguns
Rep. Wesley Hawkins	A C	H3085	To provide windshield wipers for the rear windows of cars
Rep. Andrew Greess	S B	H3090	A resolution to eliminate any religious references from public and governmental functions
Rep. Marc Held	S B	H3097	An amendment to establish a unicameral Legislature
Rep. Thomas Michelson	S B	H3101	To ban all private ownership of handguns
Rep. Jeanette Mogor	E B	H3112	To legalize euthanasia

HOUSE JUDICIARY (Continued)

Rep. Marcia Cohen	E B	H3113	To abolish all out-dated prisons, and replace them
Rep. Bruce Hoffman	E B	H3113	
Rep. William Dilks	G G	H3130	To establish a mandatory retirement age for federal justices

HOUSE APPROPRIATIONS

Rep. Daniel Walters	Par. Hills	H4001	A resolution to provide control over defense spending
Rep. Christopher Black	Par. Hills	H4012	To convert the national budget into one less dependent on the military and more on human services
Rep. Ann Fisher	E B	H4115	To establish an income supplement program
Rep. Cheryl Barolomel	B T	H4053	To provide money for drug rehabilitation centers
Rep. Milk Canella	B T	H4053	
Rep. Michele Foster	Penn	H4075	To provide funding for Presidential campaigns
Rep. Micki Frost	Penn	H4075	
Rep. Nat Siegal	Penn	H4075	

HOUSE FOREIGN AFFAIRS

Rep. Mark Littel	Par	H5029	A resolution establishing oil negotiations with the country of Iran
Rep. Alfred Kahn	F L	H5039	A resolution condemning of United Nations Assembly
Rep. Laurie Dubell	B T	H5055	To organize a committee to investigate foreign aid programs
Rep. Karen Mateos	B T	H5055	
Rep. Paul Lombardo	N P	H5056	To withdraw from the U.N.
Rep. Paul Lombardo	N P	H5056a	A resolution to give advice to the President on recognition of Cuba
Rep. David Gibbs	S B	H5096	To amend section 102 of the 1974 National Security Act
Rep. David Gibbs	S B	H5096a	To limit nuclear aid and arms exports to foreign nations
Rep. Cynthia Wolpert	S B	H5103	A resolution to request the release of Rudolf Hess
Rep. William Westbrook	S B	H5104	To terminate the U.S.'s membership in the United Nations
Rep. Carol Isaacson	E B	H5111	To recommend the moving of the U.N. to Geneva, Switzerland

SENATE AERONAUTICAL & SPACE SCIENCE

Sen. Wendell Stafford	B T	S1056	To provide for Solar Energy Research Facilities
Sen. Clif Frake	B T	S1056	
Sen. Bernard Mullholland	B T	S1057	To provide a sateliite for televised Educational programs for aeronautical and space sciences

SENATE LABOR & PUBLIC WELFARE

Sen. Alan Seldin	Par. Hills	S2013	To insure the rights to secret ballot for selecting a union for migrant workers
Sen. Susan Ordasy	Par. Hills	S2014	To legalize indirect euthansia
Sen. Brigid McMenamin	J M	S2015	To provide for Federal regulation of all nursing homes
Sen. Joan Janis	J M	S2018	To use subcontractors in constructing lower income family housing
Sen. Michael Gannon	Par. Hills	S2022	To require the registration of all firearms
Sen. Chris Wanat	Par	S2023	Banning the use of psinful traps in capturing animals
Sen. Linda Rausch	Par	S2023	
Sen. Chris Wanat	Par	S2023a	To abolish the death penalty
Sen. Barbara Lepley	Par	S2023a	
Sen. Barbara Voulgaris		S2023a	
Sen. Andy Steinem	Par	S2025	To provide tax incentives to limit family size
Sen. Andy Steinem	Par	S2025a	To create a Welfare Labor Force
Sen. Andy Steinem	Par	S2025b	To equalize expenditures per pupil for public elementary and secondary education
Sen. Andy Steinem	Par	S2025c	To eliminate penalties for use of marijuana
Sen. David Schaffer	Par	S2026	To reinstate common-law marriage in the 50 states

SENATE LABOR & PUBLIC WELFARE (Continued)

Sen. Michael Cohen	E	S2031	To establish a National Health Service
Sen. Margaret Stripling	C	S2033	To legalize euthansia
Sen. Joel Ross	F L	S2041	To establish a program to collect and recycle newspapers
Sen. Adriane Antler	F L	S2047	To abolish the blue laws
Sen. Marilynn Davies	B T	S2058	To revise existing adoption statutes
Sen. Diane Wolvin	B T	S2058	
Sen. Mike Gough	N P	S2064	To guarantee the right to work
Sen. Mike Gough	N P	S2064a	To make it illegal for an employer to hire an illegal alien
Sen. Mike Gough	N P	S2064b	To prohibit migrant labor abuses
Sen. Ann Clark	M	S2071	To revise auto-emission standards
Sen. Ann Clark	M	S2071a	To ban the use of aerosol cans where flourocarbons are used as propellants
Sen. Gail Nelson	B B	S2079	To prohibit non-returnable beverage containers
Sen. Nancy Rosenshein	B B	S2079	
Sen. Howard Diamond	S B	S2095	To provide for free medical care
Sen. David Keys	S B	S2099	To restrict the number of natural children per individual to one
Sen. Brad Higginbottom (from Judiciary)	B B	S2123	To provide increased benefits to deaf & to increase funds for research into causes of deafness
Sen. Glynneth Llewellyn	G C	S2129	To provide protection for victims of child abuse and neglect

SENATE JUDICIARY

Sen. John Hanger	J M	S3019	To provide control of handguns
Sen. John Hanger	J M	S3019a	An amendment to provide the right to a live birth of the unborn
Sen. Debbie Alexander	Par	S3027	To allow exemption from punishment and pardon for unlawful abandonment of the draft
Sen. Alan Rutkin	F L	S3042	To release information pertaining to the assassination of John F. Kennedy
Sen. Marc Goldstein	F L	S3044	To reinstate the death penalty
Sen. Robbi Ewell	B T	S3060	To provide adequate limitations on present bussing bill
Sen. Robert Silicia	B T	S3060	
Sen. Fred Leroy (from Joint Interstate & Foreign Commerce)	B T	S3061	To provide for stricter penalties for crimes committed with firearms
Sen. Bryan Curtis	N P	S3067	An amendment to ban the death penalty
Sen. Brad Higginbottom	B B	S3080	To provide stricter penalties for repeating criminals and the right to a fair and speedy trial
Sen. Marcia Bair	S B	S3091	To abolish plea-bargaining in all Federal Courts
Sen. Thomas J. Butler	S B	S3093	To nationally ban smoking in public places
Sen. Michael Douglis	S B	S3090	
Sen. Martin Indik	S B	S3098	An amendment to create a national primary to nominate major party candidates for President
Sen. Martin Indik	S B	S3098a	An amendment to abolish the electoral college
Sen. Sonia Martinez	S B	S3100	A resolution to create a special committee to review the Constitution of the U.S.
Sen. Sonia Martinez	S B	S3100a	An amendment to establish certain rights for persons under the age of majority
Sen. Allan Samilow	S B	S3102	A resolution to pardon all persons convicted and presently serving time for narcotic laws which have been replaced or modified
Sen. Cynthia Fratto	E B	S3119	To re-establish the status of marriage from permanent to temporary-renewable
Sen. David Kosten	E B	S3120	To protect "good samaritans"

SENATE FINANCE

Sen. Carol Colatrella	J M	S4016	To provide a guaranteed annual income for aged citizens

SENATE FINANCE (Continued)

Sen. Karen Yaksich	J M	S4017	To provide tax relief for certain income earned on bank accounts
Sen. James Miller	F L	S4043	To provide subsidies for U.S. Olympic Team
Sen. Joyce Thomas	B T	S4062	To provide for income tax reform
Sen. Denise Unora	B T	S4062	
Sen. Make Armm	N P	S4068	To increase the income of retired U.S. citizens
Sen. Lizette Lieberman	E B	S4110	To provide housing for the elderly
Sen. Mari Rosenberg	E B	S4117	To increase the allocation of money for scholarships for institutions of higher education
Sen. Lin Bornholdt (from Interior & Insular Affairs)	M	S4124	To provide S.S. coverage for home-owners
Sen. Raymond Becker	G C	S4125	To establish pension system for justices of Federal Court System

SENATE INTERIOR AND INSULAR AFFAIRS

Sen. Rhonda Rubinson	F L	S5036	Ban the usage of artificial food colorings containing polycyclic aromatic hydrocarbons in foods
Sen. Glenn Collins	B T	S5063	To improve medical care on Indian Reservations
Sen. Mark Perkins	B T	S5063	
Sen. Lin Bornholdt	M	S5072	To provide for land use planning in each of the fifty states
Sen. Philip Davis	Penn	S5076	To provide fuel conserving cars for Governmental officials

PARLIAMENTARY PROCEDURE

The use of Roberts Rule of Order, or a modifed version as presented by the IPLE Model Congress By-Laws (pp. 90-93), serves to facilitate orderly debate in committee as well as in full House and Senate sessions. Parliamentary procedure motions can, however, be a means of frustrating and paralyzing the legislative process when delegates choose to use their privileges in this way. Accordingly, IPLE finds it important to choose effective house and committee chairpersons who demonstrate both knowledge of parliamentary procedures and also an ability to facilitate debate bt keeping reasonable order in the chambers and disentangling a confusion of competing motions, events, etc. Competition for chairmanships is held about two months prior to the Congress, with students evaluated by outsiders according to the skills listed on the rating form (see p. 88).

A Parliamentary Cheat Sheet has been developed to assist students in remembering the variety of points and motions (see p. 89). A handy rule of thumb is that most motions require a simple majority vote of the committee. Those requiring a 2/3's vote involve motions which might infringe on the rights of a minority and therefore require a larger measure of support, such as motions as to limit debate, to object to consideration, to suspend the rules, to call for a vote on the question, and to adjourn. To become comfortable in the use of Parliamentary Procedure, classroom practice is recommended such as described by an IPLE teacher in Model Congress: A Classroom Teacher's Viewpoint (pp. 79-80).

MODEL CONGRESS

CHAIRMANSHIP RATING FORM

Student's Name: _____

Judge's Name: _____

Part One:

This section is to evaluate the student's abilities in presenting himself and knowledge of parliamentary procedures. Please evaluate the student on a scale of 1-10; one being the lowest and ten, being the highest grade).

Parliamentary Procedure:

A. Knowledge or points and motions.
1 2 3 4 5 6 7 8 9 10

B. Utilization of points and motions.
1 2 3 4 5 6 7 8 9 10

C. Poise in posing and responding to points.
1 2 3 4 5 6 7 8 9 10
nervous confident

Debating:

A. Ability to get idea or argument across.
1 2 3 4 5 6 7 8 9 10

B. Poise while speaking and answering questions.
1 2 3 4 5 6 7 8 9 10
nervous confident

C. Voice projection or tone.
1 2 3 4 5 6 7 8 9 10

D. Structure or logic (clear thinking) of argued point.
1 2 3 4 5 6 7 8 9 10

Chairing:

A. Poise (control of oneself at all times).
1 2 3 4 5 6 7 8 9 10
nervous confident

B. Voice: projection or tone.
1 2 3 4 5 6 7 8 9 10

C. Voice: evenness and self-assurance.
1 2 3 4 5 6 7 8 9 10

D. Ability to make oneself understood quickly.
1 2 3 4 5 6 7 8 9 10

E. Keeping off reasonable order in chambers.
1 2 3 4 5 6 7 8 9 10

F. Respect of chambers.
1 2 3 4 5 6 7 8 9 10

TOTAL POINTS_____

Optional Evaluation:

Use this part only when applicable.

A. Ability to interpret a difficult problem according to Bylaws.
1 2 3 4 5 6 7 8 9 10

B. Ability to put down a large disturbance quickly.
1 2 3 4 5 6 7 8 9 10

C. Ability to disentangle a large confusion of events, motions, etc. quickly.
1 2 3 4 5 6 7 8 9 10

TOTAL POINTS_____

Part Two:

This section is for the judge's personal feelings about the competing student in regard to the apparent degree of maturity and responsibility possessed by each. Although this rating will not be nearly as weighted as Part One, it can be a deciding factor, along with any optional score, in a close tie between several candidates. Please rate the student's maturity and responsibility on a scale of 1 to 10. Again, one is low and ten is high.

Maturity: _____

Responsibility: _____

TOTAL_____

Part Three:

Total Evaluation Summary.

Part One Total Score: _____ .

Part One Optional Score: _____ .

Part Two Total Score: _____ .

TOTAL EVALUATION SCORE_____

Rank: Please rank the student on a scale of one to one hundred, evaluating his/her overall performance. 100 = highest, 1 = lowest, 50 = average.

RANK_____

COMMENTS:

DATE: _____

PARLIAMENTARY "CHEAT SHEET"

	SECOND	DEBATE	AMEND	MAJORITY VOTE	2/3 VOTE	RECONSIDER	INTERRUPT
POINT OF ORDER			CH				★
APPEAL	★	★		★		★	★
OBJECT TO CONSIDERATION					★	★	★
POINT OF PRIVILEGE							★
READING OF PAPERS				★		★	
DIVISION OF QUESTION	★		★	★			★
WITHDRAW A MOTION		CH				★	
SUSPEND THE RULES	★				★		
DIVISION OF ASSEMBLY		CH					
POINT OF INFORMATION		CH					★
POINTS OF INQUIRY AND QUERY		CH					★
QUESTION OF QUORUM		CH					★
LAY ON THE TABLE	★			★			
PREVIOUS QUESTION	★				★	★	
LIMIT OR EXTEND DEBATE	★		★		★	★	
POSTPONE TO A DAY	★	★	★	★		★	
COMMIT OR REFER	★	★	★	★		★	
AMEND	★	★	★		★	★	
POSTPONE INDEFINITELY	★	★		★		★	
TO ADJOURN					★		

Note: CH = Chairman makes decision.

MODEL CONGRESS BYLAWS

Robert's Rules of Order, as abridged below, shall be considered the official bylaws of the Model Congress subject to amendment only by the Rules Committee. The purpose of these bylaws shall be for the organized, orderly transaction of business within the assembly or committee.

Art. I. Introduction of Business.

Sec. 1. All business shall be brought before the assembly by a motion of a member or by written communication.

Sec. 2. Before a member can make a motion or address the assembly upon any question he must obtain the floor by rising and addressing the presiding officer by title. Where two or more rise at the same time, the chairman must decide who is entitled to the floor, which he does by announcing that member's name. The sponsor of the motion under discussion is entitled to be recognized as having the floor. The chairman should give preference to the member who is opposed to the last speaker.

Sec. 3. A member may be interrupted by the chairman or any member only on (a) points of inquiry or query, (b) a question of order, (c) an objection to the consideration of the question, (d) a call for the orders of the day, or (e) a question of privilege that requires immediate action.

Sec. 4. Before any subject is open to debate, a motion must be made by a member who has the floor and stated by the presiding officer. Until it has been stated by the presiding officer, a member may modify or withdraw his own motion. A call for the orders of the day, previous question, adjournment, and an objection to the consideration of the question must be seconded.

The chairman announces when the time has arrived for taking up the question and immediately puts it to a vote before the assembly if there are no objections.

Sec. 5. All principal motions, amendments, and instruction to committees shall be in writing.

Art. II. Committees.

Sec. 1. The clerk shall furnish the chairman with the names of the members of his committee, its agenda, and such instructions as the assembly has decided upon. The chairman shall call the committee together. The rules of the assembly shall apply in committee as far as possible.

Art. III. Officers.

Sec. 1. The Chairman. It is the duty of the chairman to call the meeting to order at the appointed time; to announce the business before the assembly in the order in which it is to be acted upon; to state and put to vote all questions which are regularly moved, or necessarily arise in the course of proceedings; and to announce the result of the vote.

Further, the chairman shall restrain the member within the rules of order during the course of debate; enforce the observance of order and decorum among the members on all occasions; decide all questions of order (subject to appeal by any two members); and inform the assembly on a point or practice when necessary.

The chairman is entitled to vote in all cases where his vote would change the result. Whenever a motion is made referring especially to the chairman, it shall be put to vote by the secretary (or, on the secretary's failure to do so, by the maker of the motion).

If it is necessary to vacate the chair, the chairman may appoint a chairman "pro tem," but the first adjournment puts an end to this appointment.

Sec. 2. Special Authority of the Chairman. Due to time limitations at Congress, the chairman is empowered to make arbitrary decisions which delegates are expected to respect. (This shall not be affected by motions of appeal or suspension of the rules.)

In the case of disorderly conduct in the form of physical disruption, verbal outbursts, possession of unauthorized materials, movements not in accord with pre-established rules, bodily harm, offensive language or slander, or the unnecessary raising of points, the chairman shall have the power to take whatever measures necessary to maintain order. A two-thirds affirmative vote is necessary in order to expel a member from the chamber. Those charged can neither vote nor by their presence affect what constitutes two-thirds of the chamber.

Art. IV. Debate and Decorum.

Sec. 1. Debate. Debate is divided into two sections: structured debate and general debate. In structured debate the order of speakers is as follows:

Sponsor of the Motion	5 min.
First Speaker Opposed	5 min.
Second Speaker For	4 min.
Second Speaker Opposed	4 min.

The time allotted for each speaker in general debate is 3 minutes. Debate in Congress shall be limited to 45 minutes per Main Motion, subject to 15 minute extensions if call for by a two-thirds vote. Debate in committee is subject to changes in time allotment at the discretion of the Chair.

A Subsidiary Motion shall be debated in a similar manner to a Main Motion except that Primary Speakers shall have 3 minutes each to speak, Secondary shall have 2 minutes, and General Debaters shall have 1 minute. Nor more than 15 minutes shall be spent on any Subsidiary Motion, this subject to 5 minute extensions. The time spent on a Subsidiary Motion shall not affect the time limitations of the Main Motion.

Sec. 2. Decorum in Debate. In debate a member is confined to the question before the assembly.

The officers of the assembly shall always be referred to by their official titles.

During debate, and while the chairirman is speaking or the assembly is engaged in voting, no member is permitted to disturb the assembly by whispering, walking across the floor, or in any other way.

Sec. 3. The Right of Deliberative Assemblies to Punish Their Members. A deliberative assembly has the right to make and enforce its own laws and punish an offender, the extreme penalty being expulsion from the body.

Sec. 4. Right of An Assembly to Eject Anyone from its Place of Meeting. Every deliberative assembly has the right to decide who may be present during its session. When the assembly, either by rule or by vote, decides that a certain person shall not remain in the room, it is the duty of the chairman to eject him.

Art. V. Voting.

Sec. 1. Voting. A majority vote is sufficient for the adoption of any motion that is in order, except those mentioned which require a two-thirds vote. A plurality vote never adopts a motion nor elects anyone except by virtue of a special rule previously adopted. As the vote is being taken, no motion or point shall be entertained, excepting privilege, information, and order.

Sec. 2. Motions Requiring More than a Majority Vote. The following motions require a two-thirds vote for their adoption; all others require a majority vote:

To amend the rules
To suspend the rules
To make a special order
To take up a question out of its proper order
An objection to consideration of a question
To extend the limits of debate
To close or limit debate
The previous question

Art. VI. Miscellaneous.

Sec. 1. A session must be conducted by a chairman. In the case of the chairman's absence, a pre-designated co-chairman shall assume this responsibility. Each session shall also have a clerk who will take the roll, record official statements, and maintain times.

Sec. 2. A QUORUM of an assembly is the number competent to transact business. Unless there is a special rule on the subject, the quorum of every assembly is a majority of all the members of the assembly.

Art. VII. Classification of Motions.

Sec. 1. A PRINCIPAL or MAIN QUESTION or MOTION is a motion made to bring before the assembly, for its consideration, any particular subject.

Sec. 2. SUBSIDIARY or SECONDARY MOTIONS are such as are applied to other motions for the purpose of appropriately disposing of them. Only one subsidiary motion may be on the floor, be debated, and be in order at any one time.

Sec. 3. INCIDENTAL QUESTIONS are such as arise out of other questions. They, therefore, take precedence over and are to be decided before the questions which give rise to them.

Sec. 4. PRIVILEGED QUESTIONS take precedence over all other questions and are not debatable except when related to the rights of the assembly or its members.

Art. VIII. Motions and Their Order of Precedence.

Sec. 1. Privileged Motions.

a. To fix the time at which the assembly shall adjourn. This motion is not debatable if made when another question is before the assembly. It can however, be amended by altering the time. If made when no other question is before the assembly, it stands as any other principal motion and is debatable. (Requires two-thirds vote.)

b. To adjourn.
This motion is not debatable. It cannot be amended or have any subsidiary motion applied to it, nor can a vote on it be reconsidered. When the adjournment does not close the session, the business interrupted by the adjournment is the first order at the next meeting. When it closes a session in any assembly which has more than one regular session, the unfinished business shall be taken up at the next succeeding meeting previous to new business. The motion to adjourn cannot be made when another has the floor nor after a question has been put and the assembly is engaged in voting. (Requires two-thirds vote.)

c. Point of Privilege.
Questions relating to the rights and privileges of the assembly, or of any of its members, take precedence over all other questions, except the two preceding. It is not necessary that the assembly take final action upon the question of privilege when it is raised. In addition, where papers are laid before the assembly, every member has a right to have them read once before he can be compelled to vote on them. Whenever a member asks for the reading of any such paper evidently for information, and not for delay, the chair should direct it to be read if no one objects.

d. Orders of the Day.
A call for the orders of the day is not debatable, nor can it be amended. It is in order when another member has the floor. When one or more subjects have been assigned to a particular day or hour they become the orders of the day for that day or hour, and they cannot be considered before that time, except by a two-thirds vote.

Sec. 2. Incidental Motions.

a. Appeal Decision of the Chair (Questions of Order).
This appeal yields to privileged questions. It cannot be amended. It cannot be debated when it relates simply to interdecorum, or to transgressions of the rules of speaking, or to the priority of business, or if it is made while the previous question is pending. When debatable no member is allowed to speak but once, and whether

debatable or not, the presiding officer may state the reasons for his decision without leaving the chair.

b. Objection to Consideration of the Question.
An objection may be made to the consideration of any principal motion, but only when it is first introduced and before it has been debated. It may be made while another member has the floor. The person rising on the objection has one minute to explain the reason for his objection. It cannot be debated or amended or have any other subsidiary motion applied to it.

c. Suspension of the Rules.
This motion is not debatable. It may not be amended nor have any other subsidiary motion applied to it. A vote on it cannot be reconsidered, and a motion to suspend the rules for the same purpose cannot be reviewed at the same meeting. The rules of the assembly shall not be suspended except for a definite purpose and by a two-thirds vote. No rule which gives any right to a minority as small as one-third shall be suspended unless by unanimous consent. These bylaws may not be suspended. A suspension of the rules in order to provide a 15-minute extension of debate on any question shall be in order during general debate prior to the commencement of the vote on the main motion.

d. Point of Order.
A delegate may bring a breach of parliamentary procedure to the chair's attention immediately after it occurs. The offender may be compelled to apologize or to relinquish the floor if the objection concerns language, disrespect, or disorderly conduct. The chair decides all punishment.

e. Point of Information.
A SINGLE QUESTION directed to the chair unrelated to the subject in question, normally related to time. A member may rise on this point in the form of a question to correct information provided by the reading of papers. Recognition, however, is subject to the chair's discretion in order to prevent abuse of this point.

f. Point of Inquiry.
A SINGLE QUESTION addressed to the speaker if he yields. The speaker has the right to know who is asking the question. Inquiry shall not interrupt questions once recognized and presented.

g. Point of Query.
A SERIES OF QUESTIONS directed to the speaker if he yields, and subject in terms of time and length to the discretion of the speaker and the chairman.

Sec. 3. Subsidiary Motions.

a. To Lay on the Table.
This motion takes precedence over all other subsidiary motions, and yields to any privileged or incidental question. It is not debatable and cannot be amended or have any other subsidiary motion applied to it. An affirmative vote on it may not be reconsidered. It removes the subject from consideration until the assembly votes to take it from the table.

b. The Previous Question.
(In the Bylaws of Model Congress, this motion is only permitted in General Debate.)
This motion is not debatable and cannot be amended or have any other subsidiary motion applied to it. It applies to questions of privilege as well as to any other debatable questions. It may be reconsidered but not after it is partly executed. It requires a two-thirds vote for adoption. The motion for the previous question may be limited to the pending amendment and, if adopted, debate is closed on the amendment only. After the amendment has been voted upon, the main question is again open to debate and amendment.

c. To Postpone to a Certain Day.
This motion can be amended by altering time, and the previous question can be applied to it without affecting any other motions pending. It allows very limited debate, and that must not go into the merits of the subject matter any further than is necessary to enable the assembly to judge the propriety of the postponement.

d. To Commit or Refer.
This motion can be amended by altering the committee or giving it instructions. It is debatable and opens to debate the merits of the question it is proposed to commit.

e. To Amend.
This motion can be applied to all motions except those in the list at the end of this section which cannot be amended.
Note: In the Bylaws of Model Congress, an amendment can only be introduced in General Debate. At the proper time, any amendments must be written and given to the clerk. The sponsor of the amendment must obtain the floor directly in order to introduce his amendment. When recognized, he asks the clerk to read the amendment and the sponsor of the main motion is asked whether he finds the amendment friendly or unfriendly. If friendly, it immediately becomes part of the main motion. If unfriendly, it is debated for a period not to exceed 15 minutes.

If the sponsor of a main motion puts before the chamber an amendment to his own motion, he cannot find it unfriendly. The amendment must automatically be debated in the prescribed manner.

An amendment may be in any of the following forms: (1) to add or insert certain words or paragraphs; (2) to strike out certain words and insert others; (3) to substitute another resolution or paragraph on the same subject for the one pending; (4) to divide the question into two or more questions as the mover specifies so as to get a separate vote on any particular point or points. An amendment may not change the overall purpose of the legislation. The following motions may not be amended:

To adjourn
For the orders of the day
All incidental questions
To lay on the table
For the previous question
An amendment to an amendment
To postpone indefinitely
To reconsider

f. To Postpone Indefinitely.
This motion can be applied only to a principal question or a question of privilege. It may not be amended and opens to debate the entire question which it proposes to postpone. Its effect is to remove the question from the assembly entirely for that session.

Sec. 4. Miscellaneous Motions.

a. To Rescind.
When an assembly wishes to void some action it has previously taken, and it is too late to reconsider the vote, the objectionable motion, bill, or resolution may be rescinded. This motion has no privilege but stands as a new resolution. Any action of the body can be rescinded regardless of the time which has elapsed.

b. To Reconsider.
It is in order at any time, even when another member has the floor or while the assembly is voting on the motion to adjourn, during the day on which a motion has been acted upon, or the next succeeding day, to move to reconsider the vote and have such motion entered on the record. However, this motion cannot be considered while another question is before the assembly.

Revised April 1976.

COMMUNICATIONS AND PUBLICITY

An essential ingredient for the success of a Model Congress is the maintenance of clear and precise channels of information and communication. If all participants are well-informed of precisely what is happening, when, where, and under what circumstances, many problems can be avoided.

Invitations: Several months in advance, a letter of invitation should be sent to those high schools which are potential participants (if the Congress is planned for several schools).

More formal invitations to the Model Congress can be sent out closer to the actual date of the event. These should go to all those interested persons deemed appropriate to attend as observers, resource people, and guests. This might include school administrators, local politicians, other noted dignitaries, members of the media (which will insure publicity), etc. (See sample invitation p. 95.)

The prestige of the event will be enhanced by including the names of prominent political figures as sponsors. The approval of these individuals should be sought prior to using their names.

Publicity: In addition to extending invitations to representatives of the local media to attend the Congress as guest observers, advance notice of the event should be sent to the newspapers. (See pp. 119-122 of this manual for full explanation of the techniques for writing a press release.) Illustrated below is an example of a news story:

N.J. Student Model Congress Slated for Stockton

United States Senator Harrison A. Williams and Congressman James Florio will deliver the opening addresses before the delegates to the Sixth Annual New Jersey Model Congress on Saturday, April 26 at 12:00 noon at Stockton State College.

The address will highlight two days of intensive legislative debate by over 300 high school students from twenty schools throughout New Jersey. The Congress is sponsored by the Institute for Political and Legal Education, a Federally funded Title III project under the direction of Barry E. Lefkowitz.

This year's Congress, the sixth in an annual series, is the culmination of a year-long study for New Jersey high school students enrolled in the Institute's program. As part of the Title III project, students are trained in the areas of voter education, New Jersey local, county and state government, lobbying techniques, community research and law related subjects. Students develop skills in parliamentary procedure and bill writing to prepare for the Model Congress and to understand more fully the legislative process.

Stockton State College is hosting the Congress with Senators Williams and Case acting as official Co-sponsors.

Communications: Once initial responses to letters of invitation have been received, all those who will be directly affected by the Congress — students, parents, teachers, etc. — must be thoroughly informed as to the nature of the program and what specifically is being expected of them.

In addition, forms for registration, housing accommodations, etc., must be carefully prepared so that they elicit all the required information and are easily completed. (See sample on p. 96).

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An Invitation

The Institute for Political and Legal Education
requests the honor of your presence
at the Sixth Annual New Jersey Model Congress

Saturday, April 26	12:00 noon 10:15 p.m.
Sunday, April 27	10:30 a.m. 8:00 p.m.

Hosted by:
Stockton State College
Pomona, New Jersey

Co-sponsored by:
U.S. Senator Harrison A. Williams
U.S. Senator Clifford P. Case

P.O. Box 426 ■ Glassboro Woodbury Road ■ Pitman, N.J. 08071 ■ 609/589-3410

MODEL CONGRESS VI REGISTRATION FORM

Please print or type all information in the spaces provided.

Teacher(s) name: _____

School: _____

Address: _____

_____

Telephone: (school) _____ (home) _____

Number of students registering: _____male _____female

Number of teachers registering: _____male _____female

Amount of payment enclosed @ $25.00 each: _____

Committee Assignments: (one committee for each student; specify sex by M or F)

HOUSE

Armed Services: _____

_____

Education and Labor: _____

_____

Government Operations: _____

_____

Interstate and Foreign Commerce: _____

_____

Judiciary: _____

_____

Appropriations: _____

_____

Foreign Affairs: _____

_____

SENATE

Aeronautical and Space Sciences: _____

_____

Labor and Public Welfare: _____

_____

Government Operations: _____

_____

Commerce: _____

_____

Judiciary: _____

_____

Finance: _____

_____

Interior and Insular Affairs: _____

_____

Denote amount of forms, if desired:

_____ Subpoena forms

_____ Political party forms

_____ Other (specify) _____

Date: _____ Signature: _____

Send all checks payable to: Institute for Political and Legal Education
Box 426, Glassboro-Woodbury Road
Pitman, New Jersey 08071

HOUSING ACCOMMODATIONS FORM
(multiple copies needed)

Name: _____

Address: _____

_____

_____

Telephone: _____ Sex: _____M _____F

CONGRESS ORGANIZATIONS, PROCEDURES, AND FORMS

ADDITIONAL MODEL CONGRESS ROLES

Delegates to Model Congress may assume other positions on a full or part-time in addition to representatives or senators. These positions include:

Lobbyist – Professional lobbyists influence the passage of legislation favoring their own position or affiliated organization. To form a lobbying firm, fifteen signatures must be obtained from no less than three separate participating schools to total forty-five supporters. The lobbying group may not exceed a membership of sixteen students. Registration papers are obtainable through IPLE. Lobbyists may assume their roles at anytime except during committee or House/Senate sessions.

White House News Correspondent – This position allows the delegate access to Model Congress activities not designated as private and the privilege to report on such activities by print or videotape. News agencies are formed in the same manner as lobbying organizations, but are limited by FCC and Congress restrictions. Newscasters may not be members of any lobbying organization and are functional at all times as long as their identification is visible.

Political Parties – A delegate may be a member of any political group sanctioned by Model Congress. The party must be formed by obtaining 5 signatures from five different schools involved in Model Congress, totaling 25 supporters. The petition must contain a copy of the party platform and must be filed six weeks prior to the Congress.

The pages that follow include more detailed explanations of the roles and functions of these positions, together with sample registration forms which can be used in conjunction with them. Copies of other miscellaneous Model Congress documents conclude this section. They are self-explanatory (pp. 98-104).

MODEL CONGRESS LOBBYIST APPLICATION

WE, the undersigned delegates, as members of the Model Congress body do hereby affirm our conformance to the bylaws of our organization to be referred to as _____ hereof and the regulations as specified by the Rules Committee in regard to lobbying. The bylaws of our organization are stated as follows:

(Purpose)_____

_____

_____

(Chairman, etc.)_____

_____

_____

(Restrictions)_____

_____

_____

_____

_____

_____

These signatures certify the above statement as it appears without allowance for addition or explanation:

_____ _____
(student) (school)

_____ _____

_____ _____

_____ _____

_____ _____

MODEL CONGRESS WHITE HOUSE NEWS CORRESPONDENT APPLICATION

WE, the undersigned delegates, as members of the Model Congress assembly do hereby agree to conform to the network to be referred to as_____ hereof formed and to urilize only those means of communication as sanctioned by the Model Congress staff. The network shall abide by these self-imposed standards:

(Purpose)_____

_____

_____

(Chairman, etc.)_____

_____

_____

(Restrictions)_____

_____

_____

_____

_____

These signatures certify the above statements as they appear without allowance for addition or explanation:

_____ _____
(student) (school)

_____ _____

_____ _____

POLITICAL PARTY FORMATION REQUEST

I, _____ as acting chairperson and I, _____, _____, as co-chairperson, jointly request that the _____ party be sanctioned by the Model Congress staff in conformance to the attached platform with signatures of supporters. This platform was completed at _____ on _____, 1975.

Approved: _____

Date: _____

MODEL CONGRESS SUBPOENA

The _____ Committee on
(House or Senate)
_____ requests the presence of
(Title)
_____ to appear before on
(Name of Individual)
_____ at the hour of _____ in
(Date)
Chamber _____ for the purpose of testifying on legislation _____
(Name of bill & number if available)
sponsored by _____.
(Delegate's Name)

This subpoena is requested by _____.
(Name of Chairman)

and must be honored by the individual so mentioned above. Please bring this subpoena with you and present to chairman.

COMMITTEE ATTENDANCE FORM

Committee Name: _____

Time: _____

	Student's Name	School
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		
22.		
23.		

MODEL CONGRESS

Amendment to Legislation

_____ Committee Bill #_____

Amender's name_____

(Check appropriate box)

☐ deletion and insertion ☐ deletion

☐ additional sections ☐ divide question for separate vote

I. Deletion and insertion

A. Delete in Section # _____:

Add following insertion: (wording)

B. Delete in Section # _____:

Add following insertion: (wording)

C. Delete in Section #_____:

Add following insertion: (wording)

II. Delete Section:

#_____

#_____

#_____

III. Additional Sections:

Add Section # _____: (wording)

Add Section #_____: (wording)

Add Section #_____: (wording)

IV. Divide question:

Section #_____, _____, _____, _____ to

make question # 1

Section #_____, _____, _____, _____ to

make question #3

Section #_____, _____, _____, _____ to

make question #4

SCORE SCRATCH SHEET FOR MODEL CONGRESS SELECTION

FOR CHAIRMAN AWARD

Name of Student	School	Committee	(Chairing) 1 – 10 Points 1 being low – 10 being high								
			Poise	Voice	Self Assurance	Understood	Order	Respect	Maturity	Responsibility	Other
1.											
2.											
3.											
4.											
5.											
6.											
7.											
8.											
9.											
10.											
11.											
12.											
13.											
14.											
15.											
16.											
17.											
18.											
19.											

Institute for Political & Legal Education

Model Congress

Outstanding Service Award

Presented To

_____

Barry E. Lefkowitz
Director, IPLE

President, Stockton State College

MODEL CONGRESS

EVALUATION FORM

1. Please circle appropriate designation: IPLE School Non-IPLE School
2. Our school's general feeling about the Congress was:
   excellent above average average substandard

   Rate factors in your determination:

	excellent	above average	average	substandard
quality of legislation				
quality of participation				
quality of organization – pre-Congress				
– during Congress				
quality of hotel accommodations				
quality of college facilities				
quality of speakers				
quality of food				
others:				

3. The time spent at the Congress was proportional to the gain:
   very worthwhile moderately worthwhile not worthwhile waste of time
4. Please indicate what your delegation felt were the best aspects of Congress.

5. Please comment on how to improve the Congress (use separate sheet if needed)

6. Do you plan to attend next year? Yes No Not sure
7. Do you wish more information on implementation of the IPLE program? Yes No

   On the next teacher training workshop? Yes No

   A summary sheet of all evaluations will be sent to you.

NAME: SCHOOL:

ADDRESS:

ADMINISTRATIVE PREPARATION FOR A MODEL CONGRESS

A Suggested Timetable (for a Spring Congress)

Preparation for an effective and productive Model Congress is essential and requires virtually a year-long effort. This suggested timetable is designed to assist those charged with the responsibility of organizing a Model Congress and carrying out the administrative duties. While the timetable is based on the experiences of seven Model Congresses in New Jersey, adaptation to local needs and concerns is encouraged.

Monthly memos to participating schools are necessary to keep everyone apprised of deadlines and to insure coordination.

AUGUST PLANNING SESSION

1. Decide the size of the Congress and what schools will be invited. (In a first effort, the numbers may be limited whereas in future years a state-wide invitation may be appropriate.)
2. Determine the location, date, and cost for the Congress.
3. Select co-sponsors and overall coordinator (ask your state's U.S. Senators.)
4. Divide responsibilities among attendees with specified reporting dates.
5. Develop list of resources to be contacted for financial, food, and material contributions.
6. Prepare checklist: room, audio-visual equipment, etc.
7. Prepare a budget.

SEPTEMBER

1. Pursue activities and decisions of August meeting.
2. Write and print invitational letters.

OCTOBER

1. Mail invitational letters to educators (with pre-registration form), keynote speakers.
2. Prepare materials for parliamentary procedure workshop.
3. Make transportation arrangements.

NOVEMBER

1. Conduct parliamentary procedure workshop.
2. Send out forms: committee request, housing.

JANUARY

1. Registration deadline.
2. Review submitted forms and make assignments.
3. Contact local businesses for food donations and possible monetary contributions for awards and congress scholarships.

FEBRUARY

1. Legislation deadline.
2. Review all legislation; assign to committee, number, and return to submitting school for duplication.
3. Plan chairmanship competition
   a. Invite judges;
   b. Prepare forms, bills.
4. Order supplies necessary for delegate packets and Model Congress office, i.e., paper, stencils, transparencies).

MARCH

1. Conduct chairmanship competition.
2. Compile legislative index.
3. Order awards.
4. Make arrangements for entertainment at "delegates reception" (second night)

APRIL/MAY – FIVE WEEKS PRIOR TO CONGRESS

1. Week #1
   a. Invite expert witnesses to testify on bills.
   b. Order supplies necessary for Model Congress duplicating, i.e., paper stencils, transparencies.
   c. Arrange for secretarial staff.
   d. Confirm facilities, housing, audio-visual equipment, and duplication capabilities.
   e. Confirm keynote speakers and others addressing the delegates.
   f. Prepare and print legislative index.
2. Week #2
   a. Confirm food arrangements.
   b. Confirm transportation arrangements.
   c. Confirm arrangements for entertainment at evening "delegates reception."
3. Week #3
   a. Print all necessary forms.
   b. Mail out legislative index and bills.
   c. Write and distribute press releases.
   d. Convene special preparatory session for all committee chairmen.
4. Week #4
   a. Send out final memo.
   b. Make name tags, cards, signs, maps.
5. Week #5
   a. Prepare delegate packets including all pertinent information.
   b. Organize materials to be taken to Congress and organize registration procedure.
   c. Re-confirm all speakers and arrangements.

d. Pick up awards, donations.
e. Opening Days
   (1) Decorate and set up legislative chambers and other appropriate areas.
   (2) Check out all audio-vidual equipment.
   (3) Set up registration area.
   (4) Arrange Congress office for duplicating and secretarial activities.

POST CONGRESS ACTIVITIES

1. Issue press release.
2. Write thank you letters to speakers, donors, hostesses, and others involved.
3. Send congratulatory letter to each principal at schools where delegates won awards.
4. Tabulate evaluation forms and send summary to each participating school.
5. Review all bills for accuracy and post for payment.
6. Organize all forms, correspondence, and suggestions into a file for next year.

CHAPTER VI
EVALUATION AND TESTING

Evaluation and testing of students in the IPLE Program serve not only to fulfill school requirements for grades but also to achieve the objectives of the course.

Traditional methods are appropriate for measuring cognitive development. Knowledge of such topics as voting laws, election results, legal principles, government structure, and vocabularly can be tested in short-answer or essay form.

The IPLE Test of Political and Legal Knowledge, at the end of this section, is an example of an objective multiple-choice test. (See pp. 112-115.) Testing alone, however, will not adequately measure the success of a student in the IPLE program. For example, how can an objective test measure the quality and depth of learning acquired by a student who spent seven evenings registering voters? Or can a standard test fully measure the levels of learning connected with participating in a weekend Model Congress? This problem of evaluation holds true for many other IPLE activities. While traditional testing has its place within the IPLE curriculum, it is inadequate for measuring the vital development that occurs on the affective and interpersonal levels.

Contract Grading

The use of contracts as a tool for organization, motivation, *and* evaluation of students' learning experience has been developed by several IPLE schools and teachers. A contract is an agreement between the teacher/coordinator and each student about the quantitative and qualitative requirements for each letter grade. It is an effective means of evaluating many of the non-traditional learning that occurs in an IPLE course. Each teacher can specify for each class the requirements for the number of projects or experiences (such as interning, attending political meetings, etc.) and the quality of performance.

Contract grading develops initiative and self-discipline, but not all students are ready to assume all the responsibility for completing assignments. A method of motivating students to work regularly on, and keep up, their contracts is to suggest dates for *either:*

(a) the completion of certain percentages of their contract by specific dates; for example:
30% by Sept. 30
70% by Oct. 30
100% by Nov. 10

(b) the completion of certain projects by specific dates; for example:
a book report before Sept. 30
3 case studies before Oct. 15
5 public township meetings before Oct. 30
a paper on government before Oct. 10
an interning evaluation by Nov. 10

Contracts can be used as the basis for evaluating *all* of the course requirements, including knowledge and experiential learning, or only the latter. These extra individual initiatives of students distinguish the outstanding course from the average one. Sample contracts actually used by IPLE teacher/coordinators are included at the end of this section, along with explanatory notes. (See pp. 107-108.)

While the teacher might desire some consistence in levels of competence for each grade, flexibility is essential. Since independence of thought, initiative, reliability, self-discipline, and involvement are among the implicit goals of IPLE, the negotiation of a contract should foster these attributes in the student. Students should be encouraged to add or substitute requirements, especially for the higher grades. Students should also be allowed the opportunity to renegotiate contracts in terms of specific project or interning requirements and of the grade which they would like. At any time during the course, allowances should be made for adding to the contract extra creative experiences or projects the student may suggest.

The samples appended contain most of the elements of a good contract: specific requirements of quantity, and a possibility for renegotiation. It is also desirable to include specific requirements of *quality* for each grade as well as a greater allowance for renegotiation.

One IPLE teacher, who has had considerable experience with a variety of contract arrangements, raises the following points for consideration:

- Contract work should not be everything required for class; it should be different from what takes place in the class.
- Contracts should ideally incorporate three levels: 1) what all students should do; 2) a wide variety of options to choose from; 3) room for individual creativity/initiative.
- Contracts should be specific in their expectations (e.g. not just "Write a paper on . . ." but describe length, type – position paper, research paper, etc.).
- Contracts should pay attention to pacing so that students can be assisted in meeting their goals (e.g. allowing time for students to resubmit projects if they are not satisfactory or successful the first time).
- Contracts should provide sufficient difference in the requirements for an A, a B, and a C.
- Teachers should be prepared to deal with problems inherent in enforcing the F option (if a student contracts for an A and only completes the requirements for a B or C, does he get an F?).
- Contracts should include a renegotiation date – a point during the marking period when a student can re-contract for a higher or lower grade – should be included.

In the end, the contract should reflect a teacher's educational philosophy. It should be considered as only one of a number of options available to the teacher for student evaluation. The primary value of contract grading is in giving students the important experience of establishing realistic goals for themselves and in assuming the responsibility for meeting or failing to meet their self-selected objectives.

Critical Incident Records

Another useful tool for evaluating non-traditional learning is the Critical Incident Record. This provides a quick, simple method for recording any learning experiences related to the curriculum that indicate student involvement, as information for the teacher or any outside evaluator. It not only records the *number* of such encounters by the student, but also provides a means for analyzing the significance of the experience to the goals of the curriculum. Students are asked to record the date of a particular incident, the number of students involved, the person who initiated setting up the activity, its location, the people affected by the incident, and a brief description of it. The teacher should make several copies of the Critical Incident Record available to each student and should periodically remind students to record incidents as they happen. The Critical Incident Record can also serve as evidence of increased student involvement in order to generate community support for IPLE within the school.

Page 109 of this section contains a sample completed page from a Critical Incident Record log which is a composite of actual IPLE student records.

Evaluation of Internship Experiences

One of the more challenging aspects of evaluation in the IPLE program involves off-campus student internships. The methods of implementing community interning are considered elsewhere in this manual (pp. 70-75). The teacher should visit each of the IPLE students "on-the-job," if possible, to observe and talk with the adult supervisor. However, the teacher must rely largely on the reactions of the supervisor and the student himself as well as on attendance records for evaluating the success and effectiveness of the interning experience. Two Internship Evaluation Forms, one for the supervisor and one to be completed periodically by the student, have been developed for this purpose, copies of which are included at the end of this section (see p. 110); they can be adapted as needed.

IPLE EVALUATION DESIGN

The Institute for Political and Legal Education has two overall objectives for its curriculum: 1) as a result of being in the program, students will show a significant increase in their knowledge of politics, government, and law; 2) IPLE students, after experiencing the program, will show a significant increase in their inclination to become involved and actively participate in the electoral system, the governmental decision-making process, and law-related fields.

To measure the degree of achievement of these goals, two evaluation instruments have been developed by IPLE staff and outside consultants. They have proven valid and reliable measures for the cognitive (#1) and affective (#2) objectives of the program. Achievement of the goals of the IPLE program requires that the two tests – the TPLK (Test of Political and Legal Knowledge) and the AI (Activity Interest scale) be administered to samples of project participants and non-participants. (Copies of the instruments are included at the end of the section along with the instructions for their administration, pp. 111-117.) The size of the samples must be determined for each dissemination site.

The two tests are to be given on pre-test basis as soon after the opening day of school as possible to avoid any contamination of the test results. Two groups should take the tests: a control group and an experimental group at each site.

The *experimentals* include a representative sample of the students enrolled in the IPLE class at the school (approximately half, unless the class is a small one).

The *controls* must be chosen with great care, since the selection process will affect the validity of the testing. Therefore, the following guidelines should be closely observed in selecting students for the control group. Match the control group as nearly as possible to the criteria used for selecting the experimental group, namely:

- number of students in group
- age level or age mix
- grade level or grade mix
- sex
- race
- academic averages (or aptitude/achievement levels)
- prior background in social studies etc.
- etc.

These same groups are to be post-tested with both instruments at the end of the curriculum.

MAKE SURE THAT STUDENTS WHO HAVE BEEN IN IPLE CLASSES IN THE PAST ARE NOT PART OF EITHER CONTROL OR EXPERIMENTAL GROUPS.

SAMPLE CONTRACT

In order to receive an "A" for this marking period (third), you must:

A. Write 1 book report
B. Write 3 additional case studies
C. Write a paper on state, local, or county government
D. Write 1 bill for Model Congress
E. Attend 5 public meetings in the township
F. Satisfactorily complete all in-class assignments

In order to receive a "B" for this marking period (third), you must:

A. Write 2 additional case studies
B. Write a paper on state, local or county government
C. Write 1 bill for Model Congreee
D. Attend 3 public meetings in the township
E. Satisfactorily complete all in-class assignments

In order to receive a "C" for this marking period (third), you must:

A. Write 1 additional case study
B. Write a paper on state, local or county government
C. Write 1 bill for Model Congress
D. Attend 1 public meeting in the township
E. Satisfactorily complete all in-class assignments

I, _____,

hereby agree to the terms of the contract for the grade _____ as listed and stipulated above. I understand that I may alter this contract only once and that must be before March 14, 1975. Failure to meet the terms of this agreement will result in an "F" for this marking period (third).

_____
Signature of Student

_____
Signature of Teacher

SAMPLE IPLE CONTRACT
1st Markiny Period

For an "A"

1. Attain an "A" grade in completing an analysis of a candidate in Campaign "76".
2. Attend a gathering of political candidates and write a review of it.
3. Attend a meeting of the Township Committee *and* the Board of Education and summarize what happened.
4. Participate in *three* out-of-class political functions — (registration drive, canvassing, leaflets, etc.)
5. Complete satisfactorily all in-class assignments.
6. Maintain an up-to-date account of all internship experiences.

For a "B"

1. Attain a "B" grade in completing an analysis of a candidate in Campaign "76".
2. Attend a gathering of political candidates and write a review of it.
3. Attend a meeting of the Township Committee *or* the Board of Education and summarize what happened.
4. Participate in *two* out-of-class political activities.
5. Complete satisfactorily all in-class assignments.
6. Maintain an up-to-date account of all internship experiences.

For a "C"

1. Satisfactorily complete a written analysis of a candidate in Campaign "76".
2. Attend a gathering of political candidates and write a review of it.
3. Develop a written presentation on the functions of the Township Committee.
4. Participate in *one* out-of-class political activity.
5. Complete satisfactorily all in-class assignments.
6. Maintain an up-to-date account of all internship experiences.

I, _____,

do hereby contract for a grade of _____

for the first Marking Period in IPLE. I fully understand the terms of the contract as outlined above and understand that failure to meet these terms will result in my receiving an "F" on my report card. I also understand that I will have the opportunity to renegotiate this contract once, and only once, prior to October 22, 1976.

_____
(Student Signature)

Date _____

_____
(Teacher Signature)

SAMPLE IPLE CONTRACT
2nd Marking Period

Part I

As a result of class discussions, the following guideline have been set up for this contract.

1. All work will be graded as S or U. Students submitting an unsatisfactory assignment will have *one* opportunity to make it up within one week of the date of return of the paper.
2. Students can renegotiate their contract once, *before* December 23.
3. Students can substitute an original project for one of the listed suggestions with the approval of the advisor.
4. Students not achieving the requirements for their contracted guide will receive an "F" for the marking period.
5. The following criteria will be used to determine the grade for this marking period.
   - C = 4 activities (one in each category)
   - B = 6 activities (at least one in each category)
   - A = 8 activities (at least one in each category)

*All activities must be satisfactorily completed at least two weeks before the end of the marking period.

I, _____,

do hereby contract for a grade of _____

for the second marking period in IPLE. I fully understand the terms of the contract as outlined above and understand that failure to meet these terms will result in a grade of "F" on my report card.

_____	_____	_____
(Date)	(Student)	(Teacher)

Part II

IPLE – GOVERNMENT: THE DECISION-MAKING PROCESS
– Contract Activities –

I. *Community Study*

A) Complete a community research project including policy recommendations.

B) Arrange a guest speaker *OR* class trip re: a community agency or area related to your community research.

C) Propose an original piece of legislation (or petition) for improvement of some aspect of community life – based on your community research.

D) Attend a meeting of a community group which deals with an issue of concern to you. Report to class on events and outcomes of this meeting.

II. *Influencing the Decision-Making Process*

A) Research an actual interest group and lobbyist activity as related to a specific piece of legislation.

B) Write a research paper which compares and contrasts existing legislation regulating lobbyist activities within New Jersey and *two* other states.

C) Visit the Student Lobbying Center and select a piece of current legislation. Research the bill and actually *lobby for or against* the legislation.

D) Research the major pieces of legislation advocated by Governor Byrne this year. Write a paper which assesses the use of political influence tactics discussed in class.

III. *The Legislative Process*

A) Research key *leverage points* in passing legislation at the state level in New Jersey. Explain the significance of each of these key points. (ORAL)

B) Attend a committee in Trenton as a participant-observer. Report to class on key legislators and suggest most effective means for lobbying in this committee.

C) Prepare a slide/tape presentation which illustrates the legislative process in New Jersey.

D) Conduct a live interview with Assemblyman or Senator re: the role of the legislator in the governmental process.

E) Conduct a live interview with a citizen's lobby group or other lobbyist re: their role in the legislative process. Prepare a report which attempts to correlate their background to the type of legislation they sponsor or the committees on which they serve.

IV. *Additional*

A) Participate in the formulation of the Model Congress.

B) Participate in a community involvement project which works through the entire process to bring about needed change within the community.

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SAMPLE STUDENT CRITICAL INCIDENT RECORD

NAME_____ SCHOOL_____

Date	Students	Initiator	Location	People Affected	Incident	Description
9/18	3	Student Project	Brakely Park Apartments	38 residents of Brakely Park	Voter Registration	45% will register 40% no answer 7.5% registered 7.5% other Reemphasized things I know about the community. 38 more people registered to vote.
10/1	Class	Teacher	Rutgers University	Entire Institute	IPLE campaign workshop	Sen. Joe Biden spoke before the group, and then smaller sessions were held on canvassing and campaign techniques by qualified trainers. Good.
10/9	Me	Myself (for intern project)	Law office of Irving Vercloff N. Brunswick	employees of law office	Internship planning (8 weeks)	Mr. Vercloff and Mr. Shepassor permitted me to intern at their office. I observed some cases with their clients. Will begin after election.
10/10	Me	My own	Trenton State House	Myself & Ted Yim	Spoke to Ted Yim – President of State Young Democrats about organization of a Democrat drive in County.	
10/27	Greg Gordon & me	My own and class project	Central Elementary School	5th and 6th grade classes	Mock Election	We helped 5th and 6th grades to hold their mock election. Worked on forming parties, helping them write speeches.
10/31	Myself	Myself	Brendan Byrne headquarters N. Brunswick district	People in the district	Canvassing and office work	Canvassed an area in N. Brunswick for Brendan Byrne – distributed literature. Looked up telephone numbers at campaign headquarters.
11/6	Myself	Myself	District	Voters	Election Day Get-out-the-vote	Went door-to-door reminding people to vote. Stood near polls distributing literature. Wasted day – most people had already voted.
11/6	Some	Myself	Court House		Election returns	I just watched – atmosphere was similar to that of a football game.

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SAMPLE INTERNSHIP EVALUATION FORM (supervisor)

Student:_____ Rater:_____

Date:_____ Department:_____

Please indicate your response to the statements below about the student listed above by circling a number along a scale of 1 to 5 (see scale below) which represents your feelings of the level of his (her) performance during this activity.

1 = Poor 2 = Fair 3 = Good
4 = Very Good 5 = Excellent

1. The student's ability to establish a working rapport with members of the department or agency was: 1 2 3 4 5
2. The student's ability to listen and respond appropriately was: 1 2 3 4 5
3. The student's use of unstructured time (independent work) was: 1 2 3 4 5
4. The ability of the student to perform assigned tasks was: 1 2 3 4 5
5. The punctuality, enthusiasm, and cooperation shown by the student was: 1 2 3 4 5
6. What overall rating would you give this student? 1 2 3 4 5

Please comment (use additional sheets if necessary):

1. Does the student appear to be benefitting from this experience?
2. What problems, if any, have developed? Explain.
3. What unique experiences has this student had?
4. Would you accept this student as an intern again?
5. Are you interested in having other students from our school as an intern?
6. What recommendations, if any, would you make regarding the improvement of the intern program?

SAMPLE INTERNSHIP EVALUATION FORM (student)

Agency:_____ Student:_____

Date:_____

Please indicate your response to the statements below concerning your internship circling a number on a scale as follows:

1 = Poor 2 = Fair 3 = Good
4 = Very Good 5 = Excellent

1. The attitude of the individual(s) with whom you are interning: 1 2 3 4 5
2. The likelihood of using the information and/or skills presented in this internship is: 1 2 3 4 5
3. I would characterize my participation today as: 1 2 3 4 5
4. To what extent do you feel you are benefiting by this experience? 1 2 3 4 5

Please answer as indicated (use additional paper if needed):

1. In what areas has your experience fulfilled your expectations?
2. In what area has your experience *not* fulfilled your expectations?
3. What was the best thing about your experience today?
4. What was the worst thing (if any) about your experience today?
5. Specifically, what did you learn today?
6. If you could change any one thing about your internship, what would it be?

IPLE EVALUATION

To the IPLE Teacher

The Institute for Political and Legal Education is seeking to determine to what extent it is meeting the goals of the program. As part of the evaluation project, your assistance is requested in selecting a comparison class, and in administering the two instruments: "Test of Political and Legal Knowledge" and "Activity Interest." It will be necessary to administer these instruments on separate days, unless sufficient time (the equivalent of approximately two class periods) can be arranged.

In arranging for the comparison class, try to select one which is:

1. approximately comparable in academic ability and background to your IPLE anticipating class (you need not be concerned if the two groups are not the same size);
2. made up *predominantly* of students from the same grade level(s) as your IPLE participating class;
3. a class that will *still be meeting* as a group at the end of the year; if this is impossible, they should be a group that can be called together again at the end of the school year for the two post-testing sessions.

It is not necessary for you to administer the instruments to the comparison group; this can be done by that group's regular instructor (if it is someone other than yourself). See to it that he/she is given a copy of the test administration instructions.

ADMINISTRATION OF INSTRUMENTS

To insure that testing conditions are uniform and that the results of our testing are reliable, we ask you to follow these general instructions:

1. Remind your students the day before to bring a No. 2 pencil to class.
2. Please administer the "Activity Interest" *before* giving students the "Test of Political and Legal Knowledge."
3. Please seat the students as quickly as possible, following your normal testing conditions, and see that each one has a No. 2 pencil.
4. Use separate answer sheets for each of the 2 instruments. Ask the students to turn their answer sheets horizontally or sideways. Tell them to ignore the blue and white columns on the right side, but to fill in their names in the boxes indicated. At the top center, where the sheet says "school" – "instructor", etc., have them fill in instructor, school, and city: e.g. Mr. Jones, Glendale H.S., Glendale.
   IMPORTANT: Instruct the *IPLE class* group to put a capital E circled - Ⓔ - in the blank marked "test". Instruct students in the comparison group class to write the letter C in similar fashion - Ⓒ.
5. Collect *all* papers (instructions, questionnaires, answer sheets) at the conclusion of administering each instrument. Please place answer sheets for IPLE (E) and comparison group (C) classes in the appropriate *separate* envelopes clearly labeled. Return all testing materials (including any not used) immediately to the IPLE office.

Specific Instructions

1. *Activity Interest* – Read the instructions and examples for that instrument aloud. Copy the continuum line (Strongly Disagree to Strongly Agree) on the blackboard for student reference. Ask the students to note how the answer blocks are arranged on the sheet.
2. *Test of Political and Legal Knowledge* – Read the instructions aloud; remind students to ignore column E. Explain that there will be *40* minutes to complete the test. Tell students that they should not be alarmed or discouraged if they do not know many of the answers, but that they should try not to leave any blanks, making "educated guesses" where needed.

TEST OF POLITICAL AND LEGAL KNOWLEDGE

INSTRUCTIONS: For each of the following questions, choose the best answer and mark the letter box on the answer sheet that corresponds to your choice. (IGNORE Column E). Do not become concerned if you do not know many of the answers, but try not to leave any blanks. Make a guess if necessary.

Make no marks on this paper. Please put all answers on the separate answer sheets. Use a soft (#2) pencil to darken in the appropriate boxes, but avoid making any stray marks. Also, be sure to complete the information on name, school, class, date, etc. as requested by your teacher.

REMEMBER: READ EACH QUESTION CAREFULLY!

1. To register to vote in a federal election, you must:
   A) be at least 18 years old on Election Day.
   B) be at least 21 years old on Election Day.
   C) have graduated from high school.
   D) pay taxes of any kind in your state.

2. A "split ticket" results when a voter chooses or votes for:
   A) public issues as well as for candidates.
   B) candidates of difference parties.
   C) candidates for both national and state offices.
   D) only the candidates of a minority party.

3. According to the Electoral College system, each state has as many electors as it has:
   A) counties.
   B) election districts.
   C) U.S. Senators and Representatives.
   D) state legislators.

4. "Grassroots" politics begins at the:
   A) state level.
   B) precinct level.
   C) county level.
   D) national level.

5. Your vote will be locked into the machine once:
   A) you're finished and ask an election worker to secure your vote.
   B) you push the button labeled "vote lock" on the machine.
   C) the red switch or lever is pulled and the curtains are open.
   D) you have inserted the computer "lock in" cord given to you before you enter.

6. A door-to-door or telephone survey to discover unregistered voters is known as:
   A) a public opinion poll.
   B) an attitudinal survey.
   C) a straw poll.
   D) a canvass.

7. To check for subtle bias in a newspaper's news coverage of an election campaign, a student might:
   A) read the paper's editorial page.
   B) conduct a frequency count on prime location of political articles.
   C) interview the publisher of the paper.
   D) watch for the paper's endorsement of a candidate.

8. At your local polling place, eligible voters in the district are listed according to:
   A) age: youngest to oldest.
   B) street address.
   C) party affiliation.
   D) names in alphabetical order.

9. Which is *not* a major function of political parties?
   A) Fund-raising.
   B) Development of platform and campaign issues.
   C) Selection of candidates for elected office.
   D) Nomination of cabinet officials.

10. To be elected President, a candidate *must* win:
    A) more than 50% of the popular vote.
    B) more than 50% of the electoral votes.
    C) in more than 50% of the states.
    D) at least 2/3's of the electoral votes.

11. The current method of selecting major party Presidential candidates is:
    A) national primary.
    B) convening of the Electoral College.
    C) caucus.
    D) convention.

12. A voter registration drive in the community would probably uncover the *fewest* number of unregistered voters in:
    A) an apartment complex.
    B) a city district.
    C) a middle class suburban community.
    D) a new housing development.

13. A closed primary election is one in which the voter gets:
    A) the ballot of only one party.
    B) a ballot containing the names of policy-making officials.
    C) two ballots, one for each major party.
    D) a ballot only if he is a property owner.

14. When using a voting machine, once you have cast your vote and before you leave the booth, you may:
    A) still change your vote.
    B) ask an election worker to change your vote for you.
    C) not change your vote.
    D) mark a second choice for each office.

15. Municipal party committeemen and committeewomen have all of the following responsibilities or privileges *except:*
    A) serving on the county party committee.
    B) checking voting lists and servings as poll watchers.
    C) promoting party interests at the local level.
    D) serving on the National Committee every four years for Presidential elections.

16. If a voter moves within 30 days of Election Day, he may:
    A) vote at his old address.
    B) not vote that year.
    C) vote at his new address.
    D) file a change of address card at the polls.

17. Suppose you were on a debating team arguing *for* keeping the Electoral College in its present form.

Which is an argument you could use?

A) The Electoral College can act as a safeguard against fraud in a close popular election.
B) Each state receives a minimum of 3 electoral votes regardless of size or voter turnout.
C) The system cancels out all the popular votes for the losing candidate(s) in each state.
D) It does not guarantee the candidate receiving the most votes on Election Day will become President.

18. The structure of all state legislatures (except for Nebraska's) is:
A) unicameral.
B) semicameral.
C) bicameral.
D) tricameral.

19. In going into the community to conduct an opinion survey, the interviewer should follow all of these guidelines *except:*
A) be neat and clean.
B) try to elicit all the right answers to the questionnaire.
C) identify himself and the sponsor of the survey.
D) remain neutral throughout the interview.

20. The major purpose of lobbying is to:
A) share common interests.
B) work for the good of the majority.
C) influence legislation.
D) raise campaign funds for candidates.

21. Which of the following is a course of action available to the Governor if he finds a serious disagreement or flaw in a bill?
A) Executive privilege.
B) Coup d'etat.
C) Absolute veto.
D) Recall.

22. The typical newspaper reader would be *least* likely to see a story about a tax increase that appears:
A) near the inside fold at the top of the page.
B) near the inside fold at the bottom of the page.
C) near the outside edge at the top of the page.
D) near the outside edge at the bottom of the page.

23. All bills under consideration during a state legislative session are listed in the:
A) State Bar Association Review.
B) Congressional Record.
C) State of the State Address.
D) Legislative Index or Journal.

24. Zoning ordinances must be approved initially by:
A) municipal government.
B) county government.
C) state government.
D) federal government.

25. If a lobbyist hears that a bill is at "third reading," he knows that it is:
A) open for amendments or revision in committee.
B) ready for final vote by the legislators.
C) going to be "tabled" until the next session.
D) passed and awaiting the Governor's signature.

26. Under what Parliamentary motion may a person ask a series of questions of the speaker?
A) Point of query.
B) Point of inquiry.
C) Point of information.
D) Point of privilege.

27. The first step in developing a community research project is to:
A) select the appropriate method or technique for collecting data.
B) decide how many cases will be needed in your sample.
C) develop a questionnaire or series of interview questions.
D) state the problem to be studied in the form of a precise question.

28. The principal function of state legislators is to determine:
A) state position on foreign policy.
B) state law and policy.
C) constitutionality of state laws.
D) proper procedures for law enforcement.

29. Many experts believe that consolidation of county and municipal services:
A) will create more jobs.
B) can result in more effective services at less cost.
C) is in violation of state right-to-work laws.
D) is in violation of Article II of the U.S. Constitution.

30. Under rules of Parliamentary Procedure, which motion would pass with a simple (more than 50%) majority of committee votes?
A) To close or limit debate on a bill.
B) To amend the bill under consideration.
C) To suspend the rules.
D) To object to consideration of a question.

31. A lobbyist is:
A) anyone, other than a government employee, who spends more than 50% of his time at the legislature.
B) a politically active employee of a large corporation.
C) a volunteer for a public interest organization.
D) a citizen who works to either secure or block the passage of legislation.

32. The largest single expenditure of local government is:
A) police protection.
B) health.
C) education.
D) welfare.

33. In the normal legislative process, what is the next step after a bill is introduced by a legislator?
A) It is assigned to an appropriate committee.
B) Public hearings are scheduled and held on the bill.
C) Amendments or changes are made in it.
D) The bill is voted on by the legislators in one house.

34. In doing a study of housing in your community, the reliability of your findings will be harmed by:
A) using too large a sample of residents.

B) relying on more than one source of data for your findings.
C) conducting the survey in the main shopping center or district.
D) combining the use of both observations and questionnaires.

35. Municipal judges or magistrates can hear:
A) cases involving tax matters.
B) major civil and criminal cases.
C) minor civil and criminal cases.
D) cases involving the settlement of wills and estates.

36. All of the following are considered "First Amendment freedoms" except:
A) petition.
B) speech.
C) privacy.
D) press.

37. When we say that a court possesses appellate jurisdiction, we mean that it:
A) must have a jury.
B) can review the decisions of lower courts.
C) can conduct the original trial.
D) can declare laws unconstitutional.

38. News commentators on the radio who criticize public officials or governmental policies should, according to Constitutional guidelines, be:
A) permitted to do so providing that lies are avoided.
B) required to retract their statements.
C) made to forfeit their FCC broadcasting license.
D) required to submit their scripts in advance to a government review board.

39. The results of the *Tinker* case are most important to which group of citizens?
A) Adult women.
B) Blacks and other minorities.
C) Convicted criminals.
D) Public school students.

40. What *essential* element in any legal case study is missing from this list?
Facts, decision, opinion,
A) citation.
B) issue(s).
C) arguments.
D) sentence.

41. Assume that television newscasters have informed the public that a high official of the national government has been impeached. Which is most certain?
A) The official has been formally accused of misconduct in office.
B) The official has been removed from office by the President.
C) The official has been found guilty of misconduct in office.
D) The official has been arrested by the police.

42. Libel means writing something about a person which:
A) is true and can be proven in court.
B) is not true and tends to injure the reputation of that person.
C) may be true but is not important.
D) concerns something the person did when he was young and which he now regrets.

43. When a court decides a case based on the reasoning used by judges in a previously decided case, it is following the judicial principle of:
A) dicta.
B) concurring opinion.
C) precedent.
D) habeas corpus.

44. The case of Sam Sheppard might never have come before the Supreme Court if the trial judge had taken any of these actions *except:*
A) postponing the trial or moving it to a new location.
B) keeping the jury isolated during the trial.
C) warning a witness not to discuss the case outside the courtroom.
D) forbidding reporters from writing any stories about the trial in the newspapers.

45. The first nine amendments to the Constitution of the United States are designed to protect the rights of:
A) individuals.
B) the states.
C) minorities.
D) the federal government.

46. Which approach to law, which a judge might use in deciding a case, allows for the *least* latitude of interpretation?
A) Positive law.
B) Legal realism.
C) Sociological law.
D) Natural law.

47. As classroom simulations, a moot court hearing differs from a mock trial in that a moot court has no roles for:
A) judges.
B) defendants and witnesses.
C) attorneys for the defense.
D) attorneys for the prosecution.

48. Suppose an organization preaching race-hatred wishes to hold meetings in a certain city. Based on Supreme Court guidelines regarding freedom of expression, should this group receive permission to meet?
A) No, unless the organization agrees to tone down its policies.
B) Yes, as long as there is no clear danger of violence occurring.
C) Yes, if the group has only a small membership.
D) Not under any circumstances.

49. Which of the following is an unconstitutional school regulation? A rule prohibiting:
A) the student from cutting class and leaving school grounds.
B) the wearing of black armbands as a sign of protest.
C) using obscene or profane language in class.
D) students from coming to school without footwear.

50. Which is not an example of criminal law? Laws pertaining to:
A) assault and battery.
B) drunk driving and leaving the scene of an accident.

C) slander and libel.
D) burglary and arson.

51. If all Justices on the U.S. Supreme Court take part in a decision, the largest number who could file *dissenting* opinions is:
A) two.
B) three.
C) four.
D) five.

52. What does the term "due process of law" mean?
A) The protection given a citizen against arbitrary action by the government.
B) A court order giving the police the authority to make an arrest.
C) The process by which a bill becomes a law.
D) The Supreme Court judging the constitutionality of a law.

53. According to our Bill of Rights, an American is protected against all of the following *except:*
A) indictment.
B) excessive bail.
C) self-incrimination.
D) unreasonable search and seizure.

54. The power of the Supreme Court to declare laws unconstitutional was first asserted in the case of:
A) Caldwell v. United States.
B) Marbury v. Madison.
C) Feiner v. New York.
D) New York Times v. Sullivan.

55. All of the following pairs represent equivalent terms used in juvenile and adult precedures *except:*
A) probation: detention.
B) custody: arrest.
C) disposition: sentence.
D) hearing: trial.

56. According to court interpretation of the Constitution, newsmen who write editorials criticizing local officials and customs should be:
A) banned from further writing.
B) required to submit all articles to a local censorship board.
C) required to retract their statements.
D) permitted to do so as long as they do not maliciously injure reputations.

57. The function of a grand jury is to decide:
A) what the defendant's sentence shall be.
B) whether the case may be appealed to a higher court.
C) whether the accused is guilty or not guilty.
D) whether there is sufficient evidence for a trial.

58. Justices of the U.S. Supreme Court are aided in making independent decisions by the fact that they:
A) cannot be impeached by the U.S. Congress.
B) have lifetime tenure (appointments) during good behavior.
C) are prohibited from belonging to political parties.
D) achieve their office through winning a nonpartisan election.

59. A *change of venue* might be granted because of:
A) lack of sufficient evidence to warrant holding a suspect for trial.
B) too much pre-trial publicity in the community where the crime occurred.
C) an attempt to relieve over-crowded conditions in a prison.
D) a violation of a defendant's rights during questioning.

60. In order to obtain a fair trial, which of the following must be impartial?
A) Judge and lawyers.
B) Defendant and jury.
C) Lawyers and police.
D) Jury and judge.

ACTIVITY INTEREST

This questionnaire is designed to provide information on high school students' interest in various activities. *This is not a test,* and there are not right or wrong answers. All answers will be kept confidential.

Please read each statement carefully. For each one, *on the separate answer sheet,* mark in the letter on the scale which shows the extent of your agreement or disagreement with the statement. If you strongly agree, mark letter E; if you strongly disagree, mark letter A; letters B, C and D represent intermediate points, as indicated on the line below. If you mark a letter C, it means you don't feel too strongly one way or the other. Consider the following examples:

I. *I'd enjoy having a part in a school dramatic presentation.* A B C D E ☐ ☐ ■ ☐ ☐

(If you marked C, it would indicate that you do not particularly agree or disagree with the statement as written, and feel neutral about the idea of being in a school play.)

II. *I don't think I'd like to be a counselor in a summer camp.* A B C D E ■ ☐ ☐ ☐ ☐

(By marking A, it would indicate strong disagreement with the statement as written—in other words, you really *would* like to be a camp counselor.)

Please complete each statement, and don't ponder over any one statement for a long time, but complete it and move on. Remember, the scale looks like this (feel free to refer to it if necessary):

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A	B	C	D	E

Make no marks on this paper. Please put all answers on the separate answer sheets. Use a soft (#2) pencil to darken in the appropriate boxes, but avoid making any stray marks. Also, be sure to complete the information on name, school, class, date, etc. as requested.

REMEMBER: READ EACH STATEMENT CAREFULLY!

1. I would be interested in serving on an appointed recreation committee for my town.
2. Attending a meeting of my town council doesn't interest me.
3. If I owned a car, I would put a bumper sticker on it supporting my Presidential candidate.
4. If I were asked, I'd serve as a poll watcher on Election Day.
5. You probably couldn't get me to take part in a test court case.
6. I think I'd like to fill out and send in those questionnaires Congressmen send out.
7. If I were really concerned about an issue, I'd call on my state legislator.
8. If I were asked to conduct a telephone opinion poll to find out voter preferences, I think I'd say "no".
9. I'm really not interested in having a party at my house so neighbors could meet a school board candidate.
10. I think it's a good idea to make a financial contribution, however small, to the campaign of the candidate of your choice.
11. Running as a candidate for the state legislature from my district is not for me.
12. I think I'd like to go to a political rally sometime.
13. Personally, I don't believe in wearing campaign buttons of any kind.
14. I'd like to be on a debating team and debate the topic "Fair Trial and Free Press—Can we have both?"
15. Organizing a drive to register 18-year-olds to vote doesn't sound interesting to me.
16. I'd like to work with the League of Women Voters in setting up or moderating a "candidates night" for the community.
17. I don't think I'd find it very exicting to see the U.S. Supreme Court in session.
18. I don't enjoy watching "Meet the Press", "Face the Nation" and other political interview TV shows.
19. I often like to follow the progress of a legal case, such as the Patty Hearst trial for example, in the newspaper.
20. I think it would be interesting to ride along as an observer in the back of a patrol car from my local police department.
21. I'd be willing to help an elementary or junior high teacher in presenting a lesson on how to be a responsible citizen.

22. You couldn't interest me in organizing a school workshop on the topic of Juvenile and Student Rights.
23. Most nights, I enjoy watching the evening news.
24. I don't think I'd like to take part in a role-playing simulation of lobbying at the state capitol.
25. I'd rather not attend a local precinct meeting of any political party organizers.
26. I'd be interested in seeing the arraignment and bail-setting procedures at the local magistrate's court.
27. I don't think I'd like to try working as a student aid in an attorney's office.
28. Serving as a member of a joint student-faculty-administration panel on school discipline doesn't interest me.
29. If I were asked, I'd be willing to conduct a survey of people's attitudes towards freedom of speech.
30. I hope I'm never asked to serve on a jury.
31. I'd like to try helping my city consumer protection agency to investigate complaints.
32. Working as a volunteer aide at the county jail doesn't sound interesting to me.
33. Writing a Congressman over a pollution problem is not for me.
34. I'd be interested in distributing literature for my favorite political candidate.
35. I think I'd like to attend a conference on citizenship rights.
36. I'd be willing to canvass a community for unregistered voters.
37. I probably wouldn't be interested in joining a price-watching force in my county.
38. If asked, I'd be willing to serve on a town committee to improve police-community relations.
39. I don't think that I'd ever sign up for an evening class on Constitutional law.
40. Being responsible for an election campaign information bulletin board in my school does not sound interesting to me.

CHAPTER VII
PUBLIC RELATIONS FOR SCHOOL PROGRAMS*

NEWSPAPER PUBLICITY

Newspaper coverage is the basis of any publicity program, and thus should be given first priority. Here are some suggestions for publicizing your program in your local newspapers:

1. *Get to know local newsmen.* Call on your local newspapers and introduce yourself to the editors. Discuss your role as teacher-coordinator/publicity chairman with them and find out their requirements, preferences, deadlines, etc. Explain what you are trying to do and then listen to their side. They may have problems of space and staff shortages that you should know about in order to gear your coverage and copy to suit. The ideal situation is one in which the paper has one reporter assigned to education news. This is not possible on most papers. Whoever handles the story should be provided with background information on the school program, and plans for reporting education. Find out, too, how the newspaper is organized. The chain of command – publisher, editor, managing editor, city editor, reporter – differs with the size of the paper. Personal contact is important – not in the sense that the newspaper personnel will be more likely to do you any "favors", but rather that they will develop confidence in you and in the accuracy of material which you submit to them. As stories develop, they will feel at liberty to call you for any needed information or photographs. As in any field, personal relationships are most important here.

2. *Work in advance.* Most of the articles concerning school activities are predictable stories – you know in advance that they will be occurring. Many, in fact, can even be written in advance. Do as much advance publicity work as possible – and let your newspaper editor have the articles as far in advance as possible. An article turned in 24 hours before deadline is much more likely to be displayed prominently than an article turned in one hour before deadline.

3. *Forget "pride of authorship."* Accept the fact in advance that your article will probably be changed by the newspaper. Some of the facts may even be jumbled in the final version, and much of what you feel is important may be eliminated entirely. If a serious error has been made in the printed version, call the editor and bring the discrepancy to his attention. But don't – repeat, don't – complain about his making editorial changes in your story. And, by all means, don't make the mistake of asking to see a copy of his story before it goes to press!

4. If you *can* answer a reporter's question in your area of responsibility, *do so,* honestly. Don't guess. Don't speculate. Be specific. Don't be defensive.

5. *Respond promptly.* Few things irritate a reporter more than a lack of sophistication among public servants concerning media deadlines.

6. All reports and surveys are public property. You may *not* withhold such data when they are requested – even though you believe the reporter is going to use the material to hurt a program. You do not have to release rough drafts, working papers, preliminary figures, or notes. You may if you wish.

7. Too often program administrators want to pick their own time for publicity, especially when the project is fully completed. Preliminary publicity about a program enhances the likelihood that it will get public attention when it is complete. Don't pass up opportunities because your project isn't tied up in a neat package.

8. It is usually not necessary to be auditor-accurate with figures. Good round numbers will do.

9. Avoid educational jargon. Always.

10. Don't be afraid to say, "I don't know. I'll call you back in 10 minutes." And don't forget to call back. You may want to collect your thoughts, consult with your immediate supervisor, or call the supervisor of informational services. But call back!

11. Nothing is off the record. A reporter is not engaging in a private conversation. He is *news gathering. That's his job.*

12. Don't transfer a reporter's call you can't handle to longshot possibilities. Unless you're reasonably sure, refer reporter to the Office of Community Relations.

13. Never ask a reporter to show you his story before it is published. If you think parts need emphasis, say so in the interview. Most reporters will be sympathetic. But you must remember that a reporter's first responsibility is not to program objectives. It is to the general public and his publishers.

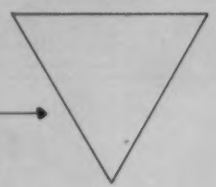
*This section has been adapted from material contained in "Publicity Pointers for School Communicators," published by the Educational Improvement Center-South Jersey, and "Public Relations for School Programs" by Richard Moore and Barry E. Lefkowitz, contained in the ABA Special Committee on Youth Education for Citizenship publication *The $$ Game: A Guidebook on the Funding of Law-Related Educational Programs.*

HOW DO YOU WRITE A NEWS RELEASE?

Get the facts in the first paragraph (commonly called the lead) of the release. Editors are busy people and don't have time to read three pages to find what happened in your school. The lead should summarize the story telling who, what, where, when, why, and how. Get the facts out first. Tell what happened, then elaborate. Start with the most important facts first.

Sixth graders at Thomas Katz School will help first graders write and illustrate their own reading book. . .

Editors call this method of writing the inverted pyramid. If they run out of space when laying out the page, they can cut elaboration without removing the important facts.



Principles for Writing News Releases

- Use familiar words; write at the sixth grade level
  ~~*aggregate*~~ *total*
- Use short, simple sentences; subject, verb, object
  Children paint pictures.
- Use action verbs; avoid verb "to be"
- Avoid useless words
  ~~*at the present time*~~ *now*
- Be accurate; don't cover up the bad; be factual, truthful, and complete; admit a weakness, explaining what is being done to overcome it.
- Be objective; give facts and numbers; avoid adjectives unless attributed.
- Attribute all quotes.
  "The kids are great," commented Miss Patricia Flower, student teacher at Hillcrest School.
- Write in third person; unless "folksy" impression is wanted.
- Write the way you talk; avoid jargon such as the following:
  In order to obtain optimum utilization of the physical facilities at our disposal and permit increased opportunities for developing individual faculty proficiencies, reconstruction of existing departmental lounges into private offices will commence immediately. WHICH MEANS –
  Department lounges will be converted to faculty offices.
- Write in active voice.
- Explain new terms; use concrete terms such as follows:
  Libraries aren't the same anymore. Globes, films, records, charts and books are all in one room. With the change came a new name – resource centers.
- Identify people; full name, position in first reference.
  Miss Susan Murphy, English Teacher at Hillcrest School, threw . . . Miss Murphy said . . . . . .
- Personalize the message; relate to readers' experiences.

Releases Should Follow a Standard Form

- Use 8-1/2" x 11" paper.
- Type on one side of the paper.
- Double or triple space.
- Leave large margins.
- Put name, address, and phone number of person sending the release at the top on the left.
- Put date sent and release date on the top.
- Release "at will" unless timing is important.
- Indent each new paragraph at least five spaces.
- Leave at least two inches between the information at the top and the story for headlining at the printer.
- Don't split a paragraph when going on to the next page. Single space the last few lines if necessary.
- Place "more" at the bottom of each non-final page.
- Place a word or phrase (slug) on the top of each additional page to identify the story to which it belongs.
- Write "add" plus one less than the page number on each additional page.
- Write 30 or # at the bottom of the last page.
- Write ok or cq over names and unusual spellings to indicate that they are spelled correctly.
- Send the original and save a carbon copy for your files.

SAMPLE PRESS RELEASE

September 3, 1972

FOR IMMEDIATE RELEASE

For further information contact Scott Callan, Publicity Chairman, Holy Cross High School at (609) 461-5403.

(caption and photo attached)

The Institute for Political and Legal Education of Holy Cross High School is sponsoring a special mock election in order to provide the students with voter registration experience. By using voting machines and by listening to debates and discussions by actual candidates and present office holders, the students learn the details of the election process.

The Institute experimental class is one of ten federally-funded classes in New Jersey, acting as a model for both the state and nation. Professional training is provided in politics, government, and community services through work in the classroom as well as in the community.

ADD 1 — Simulated Election . . .

The teacher-corrdinator, Mr. John Goudy, stated that the students divided themselves into two

(MORE)

political parties, after they received training by county party leaders. The students are now screening candidates to run on their party tickets.

In order to vote in this election, students will have to go through simulated voter registration using copies of the actual form. Student Election Board Chairman, Richard Felice, is running registration.

Assembly programs will be aired in order to provide the student body an opportunity to hear the views of student candidates running for State senator, assemblyman, and mayor.

The members of the class will be assigned to each candidate's as campaign managers. This will involve speech writing, developing campaign materials, and publicity for candidates.

The students elected will serve one full day in office taking on the roles of their counterparts. Voting machines will be used in the election.

COMMUNICATING THROUGH VISUALS

Your newspaper editor will always appreciate, although he may not always use, any photographs you may supply along with your news stories. Appropriate photos can help tell your story, and they can help the editor vary the layout of his news pages, so you should add them to your stories whenever you can. Let the editor decide when to use your photos – but remember, when he does use them, they will call special attention to your stories.

Photographs can't show specifically the central ingredient of education – the transfer of an idea from one brain to another. But they can show just about everything else. They can show the pupils, the teachers, the textbooks, the buildings, the school board, the people at the polls. They can show students learning by doing, out on field trips, watching educational films, listening to a guest speaker. And they can do all this more quickly and successfully than a great many words.

Because pictures can show reactions and convey atmosphere and moods, good school pictures can almost force the viewer to see in his own mind the very ingredient which the picture has omitted.

One yardstick to apply to individual pictures is that the more action and activity they show the better. Today, few newspapers will be satisfied with pictures which merely show the people involved in some educational project lined up looking straight into the camera. Papers and magazines ask for something more imaginative – something with movement and liveliness.

The unusual makes news. But with pictures, you can also say that unusual ways of looking at ordinary things made news. The fresh, startlingly different look at some well-known subject is often the most effective kind of photograph of all.

For a picture story – a series of photographs on the same overall subject – the essential problem is variety. The photographs should not be taken ten feet from the subject with the important elements composed vertically. There should be close-ups and distance shots; there should be pictures with people involved and pictures showing the setting; there should be horizontal pictures and vertical pictures.

How to Prepare Photographs for the Press

If a free-lance photographer has done a series of pictures or a student or parent has taken some shots which might be used in a newspaper or magazine, submit the "contact prints" (sheets of same-size prints of the negatives). The contact print technique of submission is good because:

- it is professional practice to print an entire roll of film on one sheet of paper so that all the frames are visible at once;
- it eliminates the need for laborious leafing through individual snapshots (some of which might get lost in the shuffle);
- it makes for a far easier printing job for any darkroom;
- it allows the editor to compare one picture with another more easily.

From the standpoint of the person who takes the pictures, contact prints make his filing more simple. They give him a better idea of which pictures are worth perfecting and perhaps how best to enlarge some of them.

A newspaper or magazine may decide against actually covering an event but then change its mind after seeing a good set of contact prints. The publication then takes the negatives and makes the enlargements in its own darkroom.

When you submit a picture, a 5" x 7" glossy print reproduces best.

Another use of the pictures taken is to provide contact with radio and television. Send a series of the photographs from a particular event to their news department directors. Sometimes this will bring about an interview concerning the project. This also will bring about future coverage if the studios are impressed with the materials they received.

Preparing Photo Captions

To encourage the editors to use your photographs, be sure to provide them with proper *captions* – the lines that are printed directly beneath the photos to briefly identify the people and the events they depict.

All the people who appear significantly in a photo should be identified by their full name and title, when their title is pertinent to the story. By custom, people are always listed from the reader's left to right as they appear in the photo. Remember that the photo will serve as an attention-grabber on the news page – the reader will almost invariably look at the photo *before* he reads the story, especially if there are people in the picture, so the caption should tie the photo to the story. At the same time, the caption for a photo accompanying a story should be as brief as possible – don't try to tell the whole story in such a caption. Just link the photo to the story. With a head-and-shoulders photo of a speaker, for example, the caption may consist only of his name.

Sometimes, on the other hand, you can use a picture that

doesn't accompany a story but that can appear on its own, with a slightly longer or "fat" caption. This approach will work well with a story-telling picture, one that shows people doing something or something happening. You can use the photo and fat caption best when you want to report something of interest but do not need to include a lot of details with the story.

The fat caption will, of course, be longer than the conventional photo caption — but it should be no longer than a single paragraph. If the picture and one-paragraph caption cannot say all you want to say, write a full news story and put the more routine kind of caption on the photo. But don't neglect the possibilities of the photo plus fat caption. They offer the editor more variety for his page, and he will often use them when he might not use an ordinary news story.

USING OTHER MEDIA

Newspapers cannot be expected to shoulder the whole burden of a public relations program for the schools. To do a complete job of reaching everyone in the community, all media of communication should be used.

Many of the principles that were spelled out for newspapers apply to radio and television. It is just as essential to know your program director as it is to know the local reporter. It is just as important to understand how radio and television work as it is to understand the problems of the newspaper editor. It is just as foolish to approach a program director without having listened to his station as it is to approach an editor without having read his paper.

There are approximately 5,000 local radio and television stations now in operation in towns and cities across the nation, and the number continues to grow. These local stations are offering their microphones and cameras more and more to local groups wanting to tell the community about their schools.

News Coverage

Spot news items that go to the local newspapers should also go to radio and television newsrooms. Because a news roundup takes 15 minutes at the most, you cannot expect your item to get more than part of a minute.

However, special school events, especially if the stations know about them well in advance, might be covered in a special events program. Public service time is often given to roundtable interviews and panels.

School problems are dramatic problems and can often, with station help, be put into documentary or dramatic form for local broadcast.

The best way to find out what the stations can use is to discuss your plan with program managers.

Public Service Messages

Your local radio or television station manager will be the first person you approach in your efforts to get school-related messages aired. He may send you to another member of the staff to work out technicalities, but he's the one to whom you should first show your interest in getting the material used.

Station managers, like newspapermen, are anxious to present material which is of interest to their listeners. Like newspapermen, too, they will respond more to a friendly approach. Media managers recognize their role in disseminating public service appeals and will usually use the announcements. But an extra push from people in the local community may decide how often the announcements are put on the air.

Radio

Securing radio station publicity for public education purposes requires a two-pronged attack. The first area is the realm of public service announcements. For example, if a school is holding a mock trial or simulated election, it may wish to invite the general public to attend. A rule of thumb for a public service message is that it should last approximately thirty seconds.

The school should submit to the station a public service announcement short and simply worded, with all the important information contained in the body of the submitted text. It is most important to accurately determine the timing before submitting it to the station. Usually, radio stations will prefer to have representatives of your school or community participate in the announcement. This saves them the time of having to use their own staffs.

News releases represent your second and more valuable tool. These releases could involve news of major events that took place in your school district, a service performed by the school for the community, or an honor bestowed on your project. A news release usually will be alloted fifteen to thirty seconds on the news report. Sometimes news that is of extreme importance will get a longer airing.

When writing a news release, there are a few cardinal rules which should be followed:

- should be written so it can be read by the newscaster right from the sheet;
- it should be typed, double-spaced, in order to leave room for the newscaster to fill in any changes or additions;
- it must be written succinctly;
- it should be written so that the audience completely understands the message.

You can use radio in another way. Many radio stations conduct "talk shows," and they are always eager to find people who will be of interest to their listeners. If your project is doing interesting things, by all means try to arrange for your project director and some teachers to appear on a show.

Some radio stations will tape telephone conversations if you or the station are unable to meet for the purposes of an interview. Much can be done through a phone call with the station.

Television

You can use television much as you use radio. UHF television studios often provide more local coverage than major studios, but proper handling of even major studios will bring results.

A television studio normally allows thirty seconds, forty-five seconds, or one minute or air time for public service announcements, but under some circumstances they will even devote one-minute fifteen seconds or even one-minute thirty seconds. Television air time is more accessible when you have your own message written up and properly timed.

A good public service message will contain dialogue and "action." By the word "action" we mean the use of pictures, slides, films, or actors. There should be explicit directions on the use of action.

You will find that most participants in a public service announcement will be nervous. This can be partially alleviated if they arrive at the studio before the crew arrives. There's a big difference in atmosphere between rehearsing at school and in front of cameras.

An important factor you should take into account when making an announcement or appearing on a television discussion show is the color of your clothing. Very few television studios video tape announcements in black and white. Make certain that all participants are aware of this information since it can make a huge difference in how clearly the individuals will appear. Color video taping requires that brightly colored clothes be worn. However, it is best to avoid wearing multi-colored shirts or jackets. Do not wear white! Color cameras are very sensitive to it. On television white tends to show up with a haze around the portion of the body covered by it. To avoid disaster remember to ask the studio what color back-drop is used in the studio. A blue back-drop calls for wearing apparel other than blue. If someone wears the same colors as the back-drop this causes a blending effect which brings about a loss of the person's outline.

If at all possible avoid video taping a public service announcement which consists only of an individual talking. This becomes boring after fifteen to twenty seconds.

The text of the announcement should be written so that the director can simultaneously see both the dialogue and the action which is to be shown on the television screen.

THE ART OF APPRECIATION

A direct way to encourage any medium of communication in its attempt to tell the school story is to say thank you when it does. A letter to a television or radio sponsor, a magazine or newspaper publisher or reporter, or the editor of an organization newsletter, thanking them for an effective article or program on the schools, will let them know of reader interest and will encourage them to do more.

Another important technique of expressing a thank you is through a "Letter To The Editor." A newspaper apporeciates recognition, and being recognized before their reading public serves as good public relations for them.

If something of interest took place at your school and you believe the general public would be interested, use the "Letters To The Editor" section to bring it forth. Letters must be concise. In no way indicate the paper and other media were remiss in coverage. "Letters To The Editor" are faithfully read by the general manager of the paper and use of this column will make him a lot more aware that your school is active. Following this tip will make it easier for you to obtain additional coverage in the future.

In addition, newsmen from radio and television check the newspapers. Your letter may be noticed by them.

CHAPTER VIII
AWARENESS PRESENTATIONS: WHY AND HOW

In order to attract participants to a teacher-training workshop, build interest in a curriculum for possible adoption by local districts, or just convey to a group of people what a particular program is all about, it it useful to conduct what is known as an "awareness" session. In the normal process of disseminating a program, awareness is the necessary first step before involvement and commitment can occur. Adequate advance publicity through school or professional association newsletters, attractive flyers, and other media should be used to encourage attendance at the presentation. Samples of such announcements are included at the end of this section (pp. 127-128).*

Those invited to attend might include teachers, curriculum supervisors, administrators, students, members of the bar, community groups – in short, the key individuals necessary for supporting and implementing citizenship education in the schools. The purpose for conducting the presentation dictates, to some extent, the nature of the target audience.

INGREDIENTS OF A GOOD AWARENESS PRESENTATION

1. *Registration and Materials Display.* All participants should register, giving their full names, school affiliations, and mailing addresses. Name tags should be available. Before session begins, printed brochures on the program should be available. (The IPLE office has copies of the Technical Brief, Project Description, and/or magazine articles, all suitable for dissemination purposes.) A display table can be set up with sample curriculum materials for perusal. Coffee and doughnuts lend a pleasant note of hospitality.

2. *Project Overview.* After a welcome to participants, an introduction of the presenters, perhaps an "ice-breaking" activity, and a brief outline of the day's (or half-day's) schedule, a general overview of the project should be given. This can summarize the important information included in the printed brochures and should cover:
   - brief history of the project and its funding
   - objectives of the program: cognitive and affective
   - outline of major content areas or units of study
   - flexibility of curriculum to meet local needs
   - start-up and on-going costs of implementation
   - available services (training, consultation) and materials

   The Institute for Political and Legal Education has a tape cassette/color filmstrip entitled "Turning Students On to Active Citizenship," which describes the program. If A/V equipment is available, this filmstrip can serve as a project overview, with the presenter's remarks kept to a minimum. The cassette/filmstrip may be borrowed or purchased ($6.00) from the IPLE office.

3. *Demonstration of Involvement Exercises.* Involving the audience in sample curriculum activities provides great impact on the participants in first-hand experience with the curriculum and also a feeling for what happens in the classroom. The lessons chosen can be keyed to the audience, but a variety of activities such as role-playing, short case studies, values clarification exercises, etc. drawn from the major units of study works best. IPLE has found that the following are most effective: door-to-door voter registration canvass role-play; an introduction to lobbying role-play; the legal "Mind Walk;" a short demonstration of subtle newspaper bias in an election; and the "Ray Brown" freedom of expression activity. The lessons can serve as the basis for discussing some of the possible "spin-offs" which can occur in the classroom. Other important aspects:
   - Use of a student currently in IPLE as part of the awareness session, or even to conduct certain demonstrations, will add considerable credibility to the presentation. The student can talk from personal experience about the kinds of projects, internships, etc. that he/she has been involved in through the program.
   - At the conclusion of this phase of the session, each participant should be provided with copies of the demonstrated activities which are ready for immediate duplication (xerox or thermofax) and use in the classroom. This "rewards" the teachers for their attendance (via free lesson-plan preparations) and creates a positive feeling between the project staff and those with whom it may work closely in the months ahead.

4. *Question and Answer.* Sufficient time should be allowed for a question-and-answer session on any aspects of the program. Issues regarding costs, problems of student involvement in politics/community, released time, teacher work load, etc., should be faced squarely. Discussion should also focus on "Where do we go from here?" (available training, local district planning, etc.) for those interested in becoming adopters or adapters of the program. The presenters should be available for discussion with individuals at the end of the session, and the materials on display should also be available for examination.

5. *Optional School Visitation.* If it can be arranged, an optional school visitation could be set up for those

*More specific ideas on publicity, timeliness, and logistical arrangements for an awareness session, are included in the sections of this manual on public relations and one-day workshops.

who wish to observe an existing IPLE class in operation at a nearby school. The opportunity for participants to talk with an IPLE teacher who is "on the front lines" further enhances the credibility and legitimacy of the awareness session.**

6. *Follow-up.* Those attending the presentation should be put on the mailing list for announcement of workshops and forthcoming teacher training institutes. A follow-up letter to each person, with perhaps an additional curriculum giveaway, can preserve the good will established at the awareness session.
   Note: For further ideas on building awareness of political/legal education programs, see the articles in the ABA's *Teaching Teachers About Law,* (p. 167.)

**A veteran IPLE teacher who can be present at the awareness presentation can be helpful in answering questions on the curriculum and logistical considerations for implementation.

"TURNING STUDENTS ON TO ACTIVE CITIZENSHIP"

SAMPLE FLYER

ANNOUNCING

A FIVE-DAY TRAINING WORKSHOP

BY

THE INSTITUTE FOR POLITICAL/LEGAL EDUCATION

a nationally validated Title III project associated with over 20 states

AN INVITATION

You and a student are invited to a workshop designed to prepare you for implementing the Institute's three-component secondary program: voter education, government, and individual rights. The "how-to's" of using simulation gaming, role-playing, community research and student interning will be covered during the exciting 5-day session. Through a variety of teaching strategies, the community becomes the classroom and students learn by practical experiences.

If you are looking for a new approach to citizen education, an alternative to traditional government courses and/or law-related materials, the Institute's program may be just the one for your district to adopt. Your State Facilitator can provide you with more specifics on the program, background information and funding procedures.

DETAILS

(IF MORE REQUIRED, CALL 609-589-3410, EXT. 30)

DATES: *Monday, June 20, 1976 9:00 a.m. thru Friday, June 25, 1976 4:00 p.m.*

PLACE: *Rutgers University, New Brunswick, New Jersey*

REGISTRATION FEE: *$150.00 (includes curriculum kit, materials, 5 nights' lodging -- Sun. thru Thurs. -- and meals) per person*

To assure your participation, please complete and return (no later than June 4th) the registration form below to the Institute for Political/Legal Education, Box 426, Glassboro-Woodbury Road, Pitman, New Jersey 08071. An agenda, preliminary materials and additional information will be sent to you upon receipt of your registration.

REGISTRATION FOR IPLE TRAINING WORKSHOP

JUNE, 1976

TEACHER _____ STUDENT _____

SCHOOL _____

ADDRESS _____

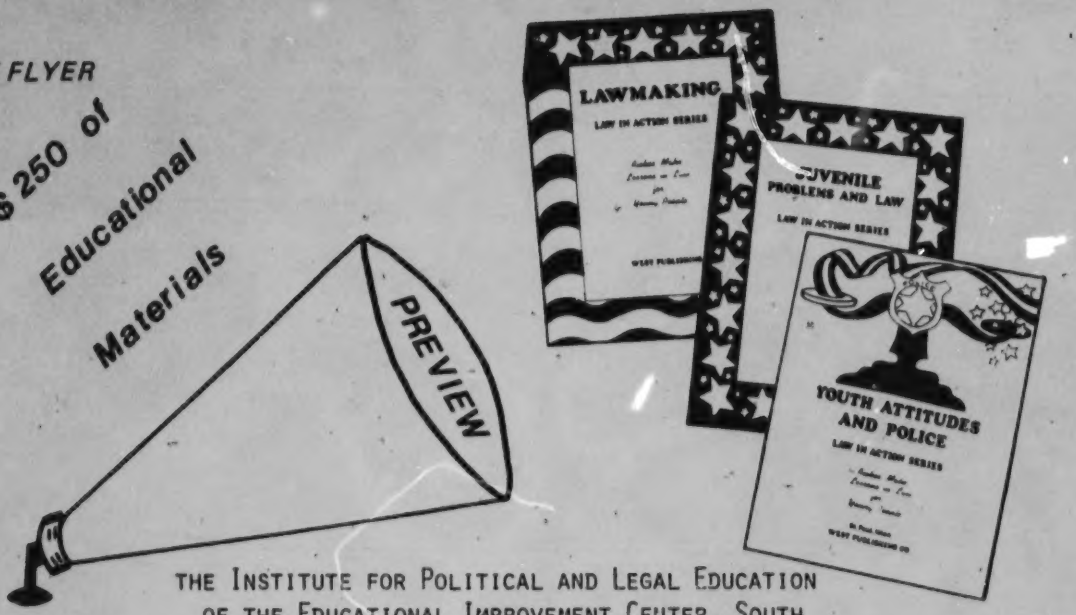
TELEPHONE _____

AMOUNT ENCLOSED _____, OR

FEE TO BE BILLED TO _____

130

SAMPLE FLYER



THE INSTITUTE FOR POLITICAL AND LEGAL EDUCATION
OF THE EDUCATIONAL IMPROVEMENT CENTER, SOUTH

Invites you to

A P R E V I E W of

LAW IN ACTION SERIES (for 6th graders)

at Educational Improvement Center, Central
50 Lake Drive, Hightstown, N.J.

on October 25, 1976 from 1-3 p.m.

Light refreshments will be served

Dear Principal and Social Studies Teacher:

IPLE, a nationally validated social studies program, cordially invites you to explore the possibility of receiving - free of charge - materials for an exciting new legal education project for children on the 6th grade level.

On October 25, from 1-3 p.m., IPLE will be presenting a preview of texts, teachers manuals and filmstrips. You may take a complimentary sample with you.

IPLE will be offering these materials free of charge, on a first-come, first-serve basis, to those schools who will assist us in getting data for our field test of the Law in Action Series.

We will be asking schools who use the materials to agree to the following conditions:

1. *to use the materials 3 periods a week from January-June, 1977*
2. *to administer a simple IPLE prepared pre- and post-test to each class*
3. *to administer a simple IPLE prepared pre- and post-test to a control group*
4. *to have teachers who will be using the materials attend a 1-day training workshop on Friday, November 19, 1976.*

RSVP: Please fill out the form below and return to: IPLE, EIC-South, P.O. Box 426, Pitman, N.J. 08071, (609) 589-3410.

We will be attending:

Names: _____

_____

School: _____

Address: _____

_____

Telephone: _____

Best time to call: _____

We will not be attending but are interested in getting more information about the project. Please contact us.

Names: _____

_____

School: _____

Address: _____

_____

Telephone: _____

Best time to call: _____

CHAPTER IX
ONE-DAY WORKSHOPS:
A GUIDE TO PLANNING, ORGANIZATION AND IMPLEMENTATION

The Institute for Political and Legal Education (IPLE) conducts numerous teacher and student informational and training workshops each year, as an integral part of the IPLE program. The success of the Institute's past workshops can be attributed to the detailed planning practices and organizational procedures developed and refined over the years.

The New Jersey IPLE staff shares its methods with the hope that their use may make the task of planning, organizing, and implementing a workshop of pleasurable assignment rather than a formidable chore. The suggestions offered here help IPLE achieve one of its goals: to provide quality learning experiences. We hope this guide proves beneficial and applicable to others.

PRELIMINARY PLANNING

Successful workshops require planning time and the willingness of those responsible for them to commit sufficient time and energy to the task.

Some aspects are common to all workshops regardless of their size or length. Thorough consideration must be given to theme, target audience, budget, publicity, resource people and the logistics of time, location, facilities, and meals. (Sample check lists and schedule guidelines on pp. 132-135 summarize the major points.)

Objectives and Target Audiences

In the initial phase, the objectives of the conference should be defined with the needs of the target audience clearly in mind. The topic may be a broad one, such as state government, and include many sub-groups such as lobbying, consumer protection, political corruption, law enforcement, and educational funding. Conversely, the topic might be more narrow in scope with in-depth treatment such as the theme campaign practices, with sub-topics of campaign techniques, polling procedures, election finance laws, and use of the media. In either case, workshop topics should relate to classroom activities and provide the stimulus for student involvement.

Location and Facilities

Once the objectives, target audience, and topic have been determined, the location, date, and time of the workshop should be chosen. By consulting individual school calendars, dates conflicting with vacation days or major school events, (thus reducing attendance) can be eliminated. Consideration must be given to travel time and distance required of participants, particularly in seasons where weather could present problems. Whenever possible, the most centrally located facilities for the majority of the audience should be selected. If this is not possible, then some rotation system should be used so that one group does not always have to travel the longest distance. In addition, by using a variety of facilities in different locations in the state, knowledge of the program and its purposes is expanded through publicity efforts.

In selecting the facilities for the workshop, the proximity of rooms and their formality should be considered. Frequently, it is advantageous to have a large lecture room for the keynote speaker and then a number of smaller rooms for sub-topic presentations and discussions.

IPLE uses university and community college campuses for many of its workshops. The college/community coordinator can be most helpful in selecting appropriate rooms, securing audio visual equipment, and reserving dining room accommodations. It is important to have a dining area for guest trainers, staff and teachers, and by making prior arrangements, meals can be provided more quickly. Student participants may prefer to bring their lunches rather than eat "box" meals or cafeteria fare. Costs to students can be minimized by "brown bagging" and sodas can be provided

free. Be sure to have all arrangements with the college or university confirmed in writing in advance.

Budget

Normally, an organization responsible for conducting workshops has a yearly budget in which monies have been allocated, affording little maneuverability. The finances should be reviewed and any agreements with food services for meals and hotels for lodging should be obtained in writing. Misunderstandings resulting from oral discussions can prove costly and result in budget deficits.

Cost of printed materials and program in relation to their usefulness should be carefully analyzed. Printing costs have spiraled and only the best "handouts" warrant the expense.

A policy decision will be necessary to determine the fee structure for participants. When registration fees are charted, it is common practice that people outside the hosting group pay a higher fee. For example, IPLE contract school students can attend some events at no cost while "outside students" are charged a nominal fee.
It is preferable to suggest that fees be returned with pre-registration forms. This procedure will give planners a more accurate count of anticipated attendance, and will signify a commitment to participate which is more likely to be met regardless of weather or unforeseen events. The monies are also available for immediate use.

ORGANIZATION OF TASKS

The overall chairperson for the workshop should determine the broad tasks necessary, develop a checklist, and assign responsibilities. A specific timeline with target dates for task completion should be developed and used by the staff. Everyone involved with the workshop should know what his/her assigned responsibilities are and what is expected.

Publicity

Initial publicity is most frequently in the form of a mailed flyer announcing the topic, date, specific location, speakers, and agenda. The flyer should be designed to catch a person's attention and provide sufficient interest to make the recipient *want* to attend the event. (Examples on pp. 136-137.) A tear-off pre-registration form and a name and number to call for further details should be included. The flyer should be mailed at least a month prior to the workshop so teachers can arrange for transportation and released time. Be sure to acknowledge receipt of registration with a follow-up mailing on the workshop.

The pre-registration form can be a useful attendance indicator. If early returns are not at the anticipated level, telephone calls to key teachers and/or administrators can be started early enough to get the desired results.

Press releases for newspapers and for radio stations doing public service announcements should be prepared according to journalistic standards and submitted three to four weeks prior to the event. (Example on p. 138.) Be as specific as possible and be sure to provide a mailing address and phone number in the release. Additional news releases may feature the keynote speaker and/or workshop trainers. Appropriate and accurate autobiographical material should accompany any articles or photographs of resource people.

Invitations to attend the workshop may be extended to reporters in cases where topics might be particularly pertinent to the community at large or where speakers are well known. Reporters may wish to interview speakers and participants for a follow-up story.

Resource People

Guest trainers and resource people from the community should be carefully selected. It is often useful to invite a prominent figure to deliver a keynote address for the workshop. This person should be not only well known, but also a recognized authority in his/her field. By using excellent people available to you locally, an ongoing rapport and supportive relationship may be established which would be mutually beneficial.

The role of the trainer or resource person should be clearly defined and expectations precisely stated. Initial contact may be made by telephone, but a confirming letter enumerating all the specifics of time, date, place, and responsibilities is mandatory. Any special equipment needed by the resource person should be determined and provisions made. Home telephone numbers should be exchanged in the event that inclement weather or last-minute changes necessitate reaching people after normal business hours.

Where feasible, a coordinating meeting prior to the workshop date should be conducted with all resource people to discuss roles. In the alternative, a brief session on the date of the workshop can be held. During this session, trainers can be urged to use as many different teaching strategies and techniques, other than lecture, as possible — e.g., panels, question & answer sessions, small group discussions, role playing, films. In this manner, a high degree of participant interest may be maintained.

Materials

Resource people should be encouraged to bring any pertinent materials related to their organization and expertise. Selection of other appropriate pass-outs must be determined early enough to allow for printing.

Each participant should receive an agenda of the day's activities with a map showing rooms to facilitate smooth movement of people as they change sessions. Where there are several simultaneous sessions, assignments of people to achieve an approximate balance of numbers at each presentation should be made. These assignments can be printed on the reverse of the agenda for easy reference.

A list of participants and resource people with names and addresses should be available for each registrant. This list can facilitate future communication. (Pages 139-141 include examples of agendas, resource persons, and room assignments for typical IPLE workshops in politics, state government, and law.)

Signs indicating the location of sessions and the titles of such groups should be stenciled and available for display the day of the workshop.

IMPLEMENTATION

With careful planning and organization, the actual implementation of the workshop should be smooth. Clear signs to the registration desk and other locations for sessions will alleviate problems. Consequently, signs should be hung by the first staff member to arrive at the workshop.

At the registration desk, name tags, agendas, and other information should be set up for easy and quick access. If registration money is accepted, receipt forms and change should be available.

One staff member should check all rooms to see that they are properly set up, that necessary audio-visual equipment is available and in working order, and that meal arrangements are satisfactory.

Staff members not specifically responsible for registration procedures or rooms should be prepared to introduce and welcome guest speakers and participants and attend to any specific needs. They should circulate throughout the workshop to be available as needed.

Some evaluation instrument should be distributed to workshop participants and time provided for the form's completion and collection. It is important for the resource people to be involved in this evaluation process as their comments may be particularly useful. These evaluation forms should be tallied and discussed by staff so that valuable recommendations can be incorporated in future workshops. (Sample form on p. 154.)

Pertinent results can be shared with resource people in the personalized "thank you" letters which should be sent. Additionally, stipends, consulting fees, and/or expenses, where agreed upon, should be mailed promptly.

Careful planning, common sense, attention to detail, flexibility, and resourcefulness are all necessary ingredients for a successful workshop.

Additional experience is gleaned from each workshop and your reputation in the community with students, educators, and resource people is enhanced. As a result, subsequent workshops become easier to organize and to implement.

ONE DAY WORKSHOPS – CLASSROOM TEACHER'S PERSPECTIVE

Generally speaking, the one day workshops are not as difficult to arrange not as exhausting for the teacher as the Model Congress or a week long trip to the state capitol. Nevertheless, the rewards of some of these day trips can be just as great as the longer activities.

Usually the workshop program is arranged by the central IPLE staff and the agenda is sent to the individual schools in advance. Several things, however, are necessary to be handled by the classroom teacher prior to the workshop.

School Board approval must be secured in advance plus notification given to other school staff members of the students participating in the trip. (This holds true for all trips, including the Model Congress.) Also, transportation (school bus or cars) and food arrangements if necessary must be made.

The purpose for statewide workshops is to bring together

outstanding resource people, otherwise unavailable to students and individual schools, thereby maximizing the volunteered time and expertise of these highly qualified people. The seminar approach used has been found to be the most conducive to student inquiry and dialogue with participants.

For students to benefit fully from this contact with resource people, teachers may want to specifically assign students pre-workshop preparation, suggest "how to's" for active workshop involvement, and plan post-workshop follow-up. Some suggestions for consideration are:

Pre-workshop:

1. Assign background topic reading.
2. Develop questions to ask.
3. Discuss beneficial expectations: i.e. attendance at sessions, courtesy toward speakers and fellow students.

Workshop:

1. Attend *all* assigned sessions.
2. Take notes on relevant points.
3. Ask questions.
4. Demonstrate anticipated maturity.

Post-workshop:

1. Debrief workshop.
2. Integrate workshop content into course.
3. Pursue unanswered questions and subjects of particular interest.

Naturally, after returning, it is important to share information and debrief the students on their experiences. Only in this fashion can the full benefit of a workshop be attained. Trips such as these can be very useful experiences, and can provide motivation for even greater IPLE accomplishments in the future.

Note: Guidelines for effective preparation for, and follow-up to, outside resource people in the classroom also have applicability to student attendance at workshops. (Details are given on pp. 52-53.)

PLANNING SCHEDULE AND CHECK LIST

I. 6 weeks prior to workshop conduct preliminary planning session to determine:
   A. Workshop objectives
   B. Target audience
   C. Location and facilities
   D. Budget
   E. List of possible resource people

II. Period between initial planning session and workshop:
   A. 5th week
      1. Plan publicity
         a. Flyer
         b. News release
      2. Contact resource people by telephone
      3. Arrange for facilities and meals
      4. Decide on handouts
   B. 3rd & 4th weeks
      1. Mail Flyer
      2. Mail first news release
      3. Follow-up by mail with resource people
      4. Print handouts
   C. 2nd & final weeks
      1. Check registration figures and take additional steps if projected attendance lower than anticipated
      2. Confirm all arrangements regarding location, meals, etc.
      3. Make signs, name tags, agenda, and participants' list

III. Workshop Date: staff responsibilities
   A. Display signs
   B. Set up and manage registration desk
   C. Check all rooms and audio-vidual equipment
   D. Circulate among participants and "trouble-shoot" where necessary

IV. Week after Workshop
   A. Summarize evaluation forms and discuss recommendations
   B. Send "thank you" notes
   C. Follow-up on any participant requests for further information and add names to future mailing lists

CHECKLIST

WORKSHOP ARRANGEMENTS

Workshop:_____ Dates:_____

Detailed Arrangements	Check (√)
1. MATERIALS	
2. STAFF	
3. CONSULTANT	
4. PARTICIPANTS	
5. FACILITY	
6. FOOD & REFRESHMENTS	
7. DATES	

AIDS INVENTORY

CONTENT AIDS

Need

1. Printed Materials:
   - ( ) booklets
   - ( ) articles
   - ( ) other_____
2. Prepared Visuals:
   - ( ) posters
   - ( ) overhead transparencies
   - ( ) slides
   - ( ) films
   - ( ) filmstrips
3. Prepared Audio:
   - ( ) tapes (reel to reel)
   - ( ) cassettes
   - ( ) records
   - ( ) other_____
   - _____
4. Equipment
   - ( ) overhead projector
   - ( ) movie projector
   - ( ) slide projector
   - ( ) cassette player
   - ( ) tape player (reel to reel)
   - ( ) video tape
   - ( ) screen
   - ( ) extension cord
   - ( ) microphone
   - ( ) other_____
5. Other Materials
   - ( ) _____
   - ( ) _____
   - ( ) _____
   - ( ) _____

STAFF AIDS

Need

- ( ) blackboard (chalk and erasers)
- ( ) easels
- ( ) lecturn
- ( ) director signs (tape, tacks, and scissors)
- ( ) registration table and copies of the list of participants
- ( ) name tags and flairs
- ( ) room arrangement – designate number and how to_____
- _____
- ( ) evaluation forms
- ( ) other_____
- _____
- _____

WORKSHOP BUDGET

Workshop		Group	
		Subtotals	Totals
Available			
1. From Organization(s)	$_____	$	
2. From participants	$_____		
Required for Future Activities			
1. _____	$_____		
2. _____	$_____		
3. _____	$_____	$	$
COSTS			
1. Materials			
(a) _____	$_____		
(b) _____	$_____		
(c) _____	$_____		
(d) _____	$_____	$	
2. Consultants (if applicable)			
Name / Total fee / Per diem / Travel =			
a) _____ $_____	$_____ $_____		
b) _____ $_____	$_____ $_____		
c) _____ $_____	$_____ $_____		
d) _____ $_____	$_____ $_____	$	
3. Participants			
No._____ X $_____ =	$_____		
4. Facility			
a) Meeting rooms	$_____		
b) Staff work rooms	$_____		
c) Hospitality suite	$_____		
d) Tips	$_____		
e) Other	$_____	$	

5. Food and Refreshments

a) Catered meals (B, L, D)

	No. served	Cost	Tip			
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		

b) Refreshments

Type	Quantity	Cost	Tip			
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____		
_____	_____	$_____	$_____	$_____	$	$
				Surplus or shortage (+ or -)		$

SAMPLE WORKSHOP FLYER

NEW JERSEY STATE GOVERNMENT WORKSHOP

For students and teachers

Sponsored by:

- INSTITUTE FOR POLITICAL AND LEGAL EDUCATION
- TRENTON STATE COLLEGE

The Institute for Political and Legal Education is happy to extend your school an invitation to attend its fourth annual State Government Workshop to be held at Trenton State College on Tuesday, January 14, 1975** from 9:00 a.m. to 2:30 p.m. Invited schools may send a delegation consisting of one or more teachers and a group of interested students.

Registration for the workshop will take place from 9:00 to 9:30, followed by a Keynote address by a prominent individual in New Jersey Government. During the balance of the day, students will be able to attend three different hour-long seminars from a variety being offered on important and timely issues for the State of New Jersey. Special presentations and training will be provided by experts from government and citizens groups in such areas as:

- environmental protection vs. economic development (nuclear power, offshore oil, Tocks Island, etc.)
- law enforcement (state police, wiretapping, victimless crime)
- criminal justice (capital punishment, prison reform, the court system)
- consume protection (safety, prices, fraud)
- urbanization (housing, mass transit, welfare)
- the state legislature (lobbying and pressure groups)
- educational funding (income tax and other revenue possibilities, "thorough and efficient" education)
- political corruption in the state
- federal/state governmental relations and problems

**[*Note:* THE DATE OF THIS WORKSHOP HAS BEEN CHANGED TO JANUARY 14 FROM JANUARY 15 (AS ORIGINALLY SCHEDULED) BECAUSE OF THE OBSERVANCE OF MARTIN LUTHER KING, JR.'S BIRTHDAY BY MANY SCHOOL SYSTEMS IN THE STATE.]

There is a $3.00 administrative and registration fee for each participant. Those attending should bring their own lunch; beverages and snacks are available at the college. If interested in attending, please fill out the enclosed form and send it, along with a check, to:

Institute for Political and Legal Education
P.O. Box 426, Glassboro-Woodbury Road
Pitman, New Jersey 08071

Further information and details on the workshop will be forthcoming upon receipt of the registration form.

Registration Form
STATE GOVERNMENT WORKSHOP

Name of School: _____

Faculty Member(s): _____

Address: _____

_____

Telephone: _____ No. of students attending _____

SAMPLE WORKSHOP FLYER

INDIVIDUAL RIGHTS FORUM
FOR
STUDENTS AND TEACHERS

sponsored by:

THE INSTITUTE FOR POLITICAL
and
LEGAL EDUCATION

AN INVITATION

The Institute for Political and Legal Education invites you to participate in an all-day workshop exploring several aspects of the concept of Individual Rights. Speakers representing differing points of view on each topic will address themselves to questions of controversy such as abortion, the employment of women in positions traditionally filled by men, and issues in the consumer and juvenile justice fields. Schools may send a delegation of teachers and as many students as are interested.

DETAILS:

DATE:	March 26, 1976
TIME:	9:00 a.m. – 2:00 p.m.
PLACE:	Trenton State College, Trenton, N.J.
FEE:	$2.00 per person for non-IPLE registrants
LUNCH:	All participants should bring lunch. Soda will be provided.

Please complete the form below and return with a check to: Institute for Political/Legal Education, P.O. Box 426, Pitman, N.J. 08071.

Further information will be sent to you upon receipt of your registration, or you may call 609-589-3410, ext. 31 with your registration.

REGISTRATION FOR INDIVIDUAL RIGHTS FORUM

MARCH 26, 1976

NAME OF SCHOOL:_____

FACULTY MEMBERS(S):_____

ADDRESS:_____

SCHOOL PHONE:_____

TOTAL # OF STUDENTS:_____ FEE ENCLOSED: $_____

REGISTRATIONS DUE BY MARCH 22!

SAMPLE WORKSHOP PRESS RELEASE

Institute for Political / Legal Education

Director
⊠ Barry E. Lefkowitz

January 5, 1976

N E W S R E L E A S E

For further information contact Dotti Donovan - 609 589-3410

The Institute for Political and Legal Education will conduct its annual State Government Workshop for high school students on Wednesday, January 28, 1976. Mercer County Community College will host the event.

Governor Brendan T. Byrne will address the group of several hundred students from high schools throughout the State at 11:30 a.m. in the college theatre.

During the day, students will attend seminars on various subjects affecting New Jersey citizens and influenced by the legislative process: consumer advocacy, lobbying, election laws, and county and local government.

For further information, contact the Institute for Political and Legal Education, 609-589-3410.

P.O. Box 426 ■ Glassboro Woodbury Road ■ Pitman, N.J. 08071 ■ 609/589-3410

POLITICAL WORKSHOP
Wednesday, October 6, 1976
Rider College
sponsored by
the Institute for Political/Legal Education

AGENDA

9:00 – 9:30 a.m.	Registration – Lobby of Student Center
9:30 – 10:30 a.m.	Seminars – Session I assignment according to group letter
10:30 – 11:30 a.m.	Seminars – Session II assignment according to group letter
11:30 – 12:15 p.m.	Lunch Students & teachers should pick up beverages from registration desk and then lunch in any of the lounge areas or outside; vending machines and a small cafeteria are located in basement of student center Speakers hould meet at registration desk before going to faculty dining room
12:15 – 1:15 p.m.	Welcome – Barry E. Lefkowitz Director, IPLE Keynote Address – Senator John J. Fay New Jersey Legislature Theatre – 1st floor
1:15 – 2:15 p.m.	Seminars – Session III assignment according to group letter

SAMPLE WORKSHOP SEMINARS

POLITICAL WORKSHOP
SEMINARS

(All rooms are in the Student Center)

'76 CAMPAIGN ISSUES (*Room 115 – 1st floor*)
Statement by representatives of the Ford/Carter Committees:
Mrs. Regina Meredith – 9:30 to 11:30 a.m.
Mr. Joseph Psikorowski – 1:15 to 2:15 p.m.
Mr. Todd Zapolski – 9:30 to 2:15 p.m.

MEDIA AND THE '76 ELECTION (*Room 131 – 1st floor*)
Presentations by media experts:
Mr. Cy Albert, Media specialist
Ms. Helen Klubal, Media consultant

CAMPAIGN TECHNIQUES '76 (*Room 245 – 2nd floor*)
Discussion by campaign advisers:
Mr. Fred Adams, former Republican County Chairman
Mr. Jason Ekaireb, staff of Williams Project '76

POLLING '76 (*Room 237 – 2nd floor*)
Recommendations for successful elections polling:
Mr. Jim McDonnell, teacher, Metuchen High School and student.

SESSION ASSIGNMENTS

Each workshop participant will attend three small group sessions. The letter in the lower left-hand corner of your name tag indicates the group to which you have been assigned. The schedule below gives you the room you should be in during each time period (eg., if you are an "A" you will go to Room 237, 245 and 131 successively).

GROUP	A	B	C	D	E	F
Time:						
9:30–10:30	237	237	245	245	131	115
10:30–11:30	245	131	115	237	245	237
11:30–12:15			LUNCH			
12:15–1:15			THEATRE			
1:15–2:15	115	245	237	131	237	245

Note: Rooms in 100 series are on 1st floor; rooms in 200 series are on 2nd floor.

INDIVIDUAL RIGHTS WORKSHOP

SEMINARS (all rooms are in Education Building)

1. *Equal Rights Amendment* (Room 201)
   Chris Meade and Jeannette Garrigle, Women's Center of South Jersey
   Representative from National Organization for Women

2. *Privacy in School* (Room 202)
   Alan Dzwilewski, legal counsel, New Jersey School Boards Association

3. *Due Process in School* (Room 203)
   Nadine Shanler Schwartz, Department of Education Foundations, Trenton State College
   Fred H. Combs, Jr., Assistant Commissioner for Controversies and Disputes, New Jersey Department of Education

4. *Freedom of Press* (Room 204)
   Diane Betzendahl, newscaster, New Jersey Public Broadcasting
   John A. Russell, Assistant General Manager, New Jersey Press Association

5. *Age of Majority* (Room 205)
   Liz Weiner, Office on Youth, New Jersey Department of Community Affairs
   Michael A. Cohan, attorney, Kolodziej and Cohan

6. *Juvenile Law* (Room 208)
   Marcia Richman, New Jersey Public Defender, Juvenile Administration

7. *Victimless Crime* (Room 209)
   Martha Bernstein, Justice for Children Taskforce, National Council of Jewish Women
   DSFC Robert Winters, Intelligence Bureau, New Jersey State Police

8. *Freedom of Speech* (Room 210)
   Barry Lefkowitz, Kitty Wallin, and John Khanlian, Institute for Political and Legal Education

SAMPLE WORKSHOP SEMINARS

STATE GOVERNMENT WORKSHOP

SEMINARS (all rooms are in Education Building)

1. *Law Enforcement* (Room 424)
   Edwin Stier, Deputy Attorney General, Organized Crime and Special Prosecution
   Capt. J.J. Dintino, Supervisor of Intelligence, N.J. State Police

2. *Criminal Justice* (Room 348)
   Ronald Groomes, Superintendent of Leesburg State Prison
   David Arrajj, Assistant Deputy Public Defender

3. *Lobbying and the State Legislature* (Room 349)
   Hon. William Dickey, former N.J. State Assemblyman
   Alan Marcus, Marcus Associates
   Sharon Popkin/Robert Willis/James Duffy, representatives of New Jersey Common Cause

4. *Political Corruption* (Room 407)
   Hon. William Schluter, former N.J. State Senator
   Kenneth Zauber, Chief of Trial Division, Dept. of Criminal Justice

5. *Educational Funding* (Room 408)
   Dr. Ernest Reock, Bureau of Government Research, Rutgers University
   Larry Rubin, N.J. Educational Reform Project, Newark Urban Coalition

6. *Energy and the Environment* (Room 409)
   Fred Sacco, New Jersey Petroleum Council
   Ronald Venturi, Public Service Electric and Gas
   Thomas O'Neill, Department of Environmental Protection

7. *Urbanization* (Room 410)
   Thurman Harrison, Human Resources Office, Dept. of Community Affairs
   Peter Stangl, Ass't Commissioner for Public Transportation

8. *Federal/State Governmental Relations* (Room 423)
   Richard Diehl, Legislative aide to U.S. Senator Harrison Williams
   Raymond Willis, Federal liaison for Dept. of Institutions and Agencies

9. *Consumer Protection* (Room 347)
   Hazel Gluck, Ocean County Office of Consumer Affairs
   Ricki Stochaj, President, Consumer League of New Jersey

SEMINAR & ROOM	SESSION I 10:10-11:10 a.m.	SESSION II 11:15-12:15 p.m.	SESSION III 1:15-2:15 p.m.
424 LAW ENFORCEMENT	Metuchen Atlantic City (45)	Phillipsburg S. Brunswick (47)	Moorestown Fr.-law E. Brunswick Columbia (44)
348 CRIMINAL JUSTICE	East Brunswick Peddie (37)	Metuchen Westfield Moorestown Fr.-law (36)	S. Brunswick Lakewood (38) N. Burlington Co.; Orange
349 LOBBYING/STATE LEGISLATURE	Divine Word Parsippany (33)	Peddie Moorestown Friends-Pol. Parsippany Hills (20)	Lenape Valley Westfield Boundbrook (36)
407 POLITICAL CORRUPTION	Cliffside Park (30)	Parsippany Lakewood (29)	Camden Divine Word (36) Moorestown Fr.-Pol
408 EDUCATIONAL FUNDING	Lenape Valley Mendham Camden (43) S. Brunswick	East Brunswick Orange (37)	*Not offered in session III*
409 ENVIRONMENT/ ENERGY	Boundbrook Lakewood (35)	Atlantic City Mendham Columbia (36)	Cliffsde Park Parsippany Hills (41)
410 URBANIZATION	Phillipsburg (35)	Boundbrook Camden (38)	Atlantic City Metuchen (42)
423 FEDERAL/STATE RELATIONS	N. Burlington Co. Westfield Moorestown Fr.-Pol (27)	Divine Word No. Burlington Co. (26)	Peddie Parsippany (32) Mendham
347 CONSUMER PROTECTION	Parsippany Hills Moorestown Friends-law Orange Columbia (32)	Cliffside Park Lenape Valley (35)	Phillipsburg (35)

Note: The numbers shown in parentheses under the sessions indicate the expected number of persons attending that seminar. Those not assigned to particular seminar sessions are free to choose those to attend, seating capacity permitting.

CHAPTER X
ONE-WEEK TEACHER TRAINING WORKSHOPS

This section presents the teacher training aspects of the IPLE program – specifically, how we conduct our five-day workshops, why we use some of our approaches, and the ways in which our model has changed and evolved over the past two years.

IPLE TEACHER TRAINING: AN OVERVIEW

During recent years, the Institute has conducted teacher training workshops in such places as South Carolina, Oregon, Illinois, North Carolina, Colorado, Ohio, New York, Iowa, and New Jersey for those school districts whose administrators and teachers have committeed themselves to implement the program. These sessions were designed to meet three principal objectives:

1) provide information on the use of IPLE curriculum materials;
2) provide training in instructional methods and techniques for political-legal education;
3) provide strategies for structure, organization, and implementation of IPLE in a school system.

We also have a fourth objective for our workshops – that participants will enjoy themselves and get to know one another better during the week. Some of the ways we help to facilitate this particular goal are detailed as well.

Participants in our training programs are primarily teachers of social studies. We also encourage key decision-makers or those whose support may be essential for the program to succeed – school administrators, curriculum coordinators, state education department personnel, etc. – to participate in at least a portion of the five-day experience. Other resource people from the states we work with, including attorneys and representatives from political party organizations and Leagues of Women Voters, are apprised of the IPLE training and sometimes participate. Prior to the workshop, we also attempt to obtain sponsorship (endorsements, if not financial support) from important individuals and groups in the state, such as the Department of Education, State Bar Association, key state legislators and Congressmen, and civic organizations. Their names, listed on all flyers announcing the training workshop, help to attract participants and build community support for the IPLE program. As an incentive for participants, IPLE has arranged through the Division of Continuing Education, Oregon State University, for teachers to receive three quarter-hour graduate credits in law-focused education for the workshop. A unique feature of our training model is that students who will be in the class are invited to take the training. Each teacher is encouraged to select one or two students for the workshop who will subsequently be able to assume leadership and peer teaching responsibilities in his or her class.

Through use of a pre-workshop questionnaire (on p. 148), we can obtain some basic information from participants concerning the school districts they represent and their objectives in attending the workshop.

WHO ARE THE TRAINERS? HOW ARE THEY TRAINED?

The basic staff for the workshops includes one or two full-time employees of the Institute, one of our teachers from a New Jersey school, and a student in the program. To handle the large number of workshop and awareness presentation commitments scheduled throughout the year, IPLE has organized a "traveling team" of several teachers and students who have received permission from their school districts to be away on occasion. Arrangements are made to reimburse the cost for substitute teachers when this is needed. Our New Jersey IPLE teachers have been involved at every step in the development of the training program – planning the initial model for five-day training, reviewing and modifying it, conducting the workshops, and even serving as "buddies" (or "penpals") to new IPLE educators in other states.

The IPLE teachers and students on the traveling team have had at least a full year's experience with the program in their schools Some of the teachers have been with the Institute since its inception as a Title III project, and a few of the students have also been in the IPLE class for a second year in leadership capacities. Thus they are able to share their knowledge of the intricacies involved in implementing this type of curriculum. All teachers and students have had, in addition, a week-long training program and subsequent in-service workshops in New Jersey so that they are familiar with the methods and techniques used.

The students who are part of the team were first nominated by their IPLE teachers as outstanding in their leadership skills, individual initiative, and classroom responsibility. They must also be doing sufficiently well in their other academic subjects to be allowed to be away from school for several days for IPLE. Before being trained, the students went through an additional screening process in which they were asked to speak extemporaneously about IPLE, lead a group role-playing activity, and respond to some typical questions raised by teachers and administrators about the program.

Each teacher in the IPLE team brings with him examples from his own "bag of tricks" used in the classroom. It enhances our credibility and the rapport established with the audience if someone, involved daily in implementing the program, can discuss such questions as how to organize a voter registration drive, how to conduct a simulated election, and how to handle arrangements for guest speakers in the class and for field study experiences. The teacher-trainer is indispensable for the question-and-answer sessions on the logistics of testing and evaluation, public relation problems, community involvement considerations, and similar issues.

The most valuable contribution of the IPLE student to the training session is that he exemplifies the development of leadership skills and involvement in the political process by young people, stressed by the IPLE curriculum. The students lead or assist in the role-playing simulations,

conduct presentations on how to organize a Model Congress, and answer questions from their own perspectives on out-of-school internships, classroom organization, and the variety of activities and challenges they experience. In addition, the IPLE student also serves the important function of relating to other students attending the workshop on a sharing and companionship basis during the week.

Having top-notch students as part of the team poses problems: Because such students are extremely capable, they sometimes arouse skepticism in teachers about how representative they are of IPLE students in general. This leads to questions like, "But what about the average students that I teach?" Since IPLE is taught to heterogeneous groups in many schools, and is often successful with young people who are otherwise "turned off" by traditional academic subjects, the impression must not be given to educators that it is a program particularly designed for "the gifted."

In addition to Institute personnel, teachers, and students, others participate in specific resource capacities as trainers for IPLE workshops. Their role is discussed below under "Localization of Resources and Programs."

SCHEDULING

A one-week training workshop was chosen over other models for several reasons: First, a significant portion of time is needed to develop in teachers the necessary attitudes and skills and to sensitize teachers to the new approaches required by IPLE. Just acquiring a set of curriculum manuals is not sufficient to equip a teacher to implement the program. Furthermore, when IPLE begins in a high school, the degree of a teacher's personal commitment and enthusiasm can make or break the program. A longer workshop is not feasible since it involves too much material for teachers to digest at one time. It is usually easier to attract teachers to a one-week workshop (especially during the school year); and avoids the question of what to do on weekends. We do schedule two or three follow-up sessions during the school year in the states where we have conducted training. These periodic get-togethers facilitate further training in areas such as community research techniques and law-focused teaching and provide opportunity for those starting IPLE in their schools to touch base with each other, share ideas, raise questions, and learn from the successes and failures of their colleagues. This reinforces the concept that each teacher is part of a consortium of IPLE educators who serve as resources for one another; he is not left to sink or swim on his own after the initial five days of training.

As can be seen from the schedule (p. 149), the week is packed with a variety of activities designed to get the maximum use from the minimum amount of time. Programs have even been scheduled for two of the evenings. The full schedule necessitates continual change in the rhythm and format (sitting, standing, simulations, panels, lecture) to minimize the inevitable fatigue factor. Experience has shown that adequate break times are needed, and that the amount of material that can be covered in any one session must be limited. Any activity lasting more than an hour should involve a considerable degree of audience involvement and participation. The old saying that "the mind can absorb what the seat can endure" is accurate; our training sessions in South Carolina elicited the statement that the soil there is so rich that, if your feet stay in one place for too long a period, you start to take root! On the other hand, a good full time schedule promotes a feeling of productivity. Part of the continuous examination of the training includes an evaluation of whether the time frames are realistic.

To overcome difficulties occasioned by the cumulative effect of a week of intensive training, sufficient periods of time have been scheduled for group interaction, either within the IPLE activities themselves, or strictly for social gatherings. One evening is set aside for a wine-and-cheese get-together; another evening is available for those who wish to sample the local entertainment and night-life possibilities away from the workshop. In making arrangements for facilities, recreational facilities should be available nearby for both participants and trainers – perhaps basketball, tennis, and/or volleyball courts. In fact, a frequent feature of the IPLE week of training, probably unique in the field of law-related educational programs, is a challenge basketball game between trainers and participants with beer and pizzas as the prize!

BUDGETARY CONSIDERATIONS

It is difficult to generalize about budget figures for a one-week workshop. Our training has operated under different funding arrangements and within a wide variety of costs. Our budget does not include funding to support teacher training costs other than for our own staff salaries.

As a nationally validated Title III-IVc program, our dissemination out-of-state is supported by the National Diffusion Network, which funds a State Facilitator in most states who is responsible for arranging sessions in awareness, training, and implementation of selected programs for educators within the state. The Facilitators look after facilities, publicity, pre-registration, and other logistical considerations, operating within their own annual budgets. IPLE receives reimbursement for plane fares and meal/lodging accommodations for the week plus costs of sbustitute fees for the IPLE teacher-trainer.

Arrangements for our workshops have varied according to the money, local customs, and needs of each state. In Columbia, South Carolina, for example, the entire program was held at a large hotel with meal allowances, mileage reimbursements, and lodging all part of the Facilitator's cost of the five-day training. In contrast, the workshop in Iowa was held at a church camp outside Cedar Rapids with meals prepared by the camp cook, and all participants sleeping in cabins in sleeping bags. In New Jersey, our own state, training is often held at Rutgers University, with lodging provided in dormitory rooms available during the summer recess, and meals available at the college cafeteria. Each school districts pays the costs for the person(s) sent to the workshop; training is free in New Jersey, and the meeting rooms are extended to us free of charge or at reduced fees.

Training under many varied circumstances has demonstrated that the success of a workshop is *not* dependent on how much money is spent on facilities and cuisine, but on whether the arrangements are handled by responsible people who provide AV equipment when needed, set up

registration tables properly, ensure that speakers arrive on time, and attend to the myriad necessary details.

If funds are limited, several variables in budgeting can be used, without adversely affecting the success of the training workshop.

1) The selection of facilities for food, housing, and meeting rooms determine the cost of the workshop. IPLE uses university and community college campuses for many of its workshops. The coordinator of college-community services can be most helpful in finding appropriate rooms, securing audio-visual equipment, and reserving dining room accommodations.

2) Policy decisions must be made to determine the fees for participants. When registration fees are charged, people outside the hosting group pay a higher fee; for instance, teachers from IPLE contract schools are assessed only for expenses but do not pay the training cost charged to "outside" schools. In some states, the Facilitator's office has absorbed all the costs for training, expenses, and materials for participants, though this is unusual. Funds may be available through ESEA Title IV-C adopter/adapter grants.

3) Cost of printed materials in relation to their usefulness should be carefully analyzed. Paper and printing costs have recently spiraled and only the best "handouts" warrant the expense.

4) The use of paid consultants as part of the training should be carefully examined: — Are consultants necessary? Do they serve a purpose that cannot be met in some other way? Does the presence of a "big name" person on the training team increase the number of registrants?

LOCALIZATION OF RESOURCES AND PROGRAMS

Law-focused education needs to respond to local concerns and issues. It is essential, in planning workshops, to localize the resources and programs that best meet the needs of the participants. Occasionally a workshop is held in New Jersey for individual representatives or small delegations from many states, where numbers are too few to warrant an IPLE team to travel out-of-state. For the most part, our training is conducted in other locations for a group of educators and students from one particular state. The goal is not to transplant New Jersey onto the rest of the nation, but instead to stress *adaptation* rather than adoption of our program. Nothing can turn a midwestern group off more quickly than a discussion of county government from the perspective of the Freeholder system which is unique to New Jersey. These steps are taken to assure that the workshop is "localized":

1) Before traveling to the state, we obtain copies of a state government guidebook, League of Women Voters' publication, and/or other material about the state's court system, legislature, election laws, local and county government, etc. These familiarize us with the terminology, structure, and laws appropriate for that state, and enhance our usefulness and credibility as trainers.

2) Since IPLE curriculum materials use New Jersey as a model, each state liaison person selected to work with IPLE staff is asked to review certain sections of our VOTER EDUCATION and GOVERNMENT: THE DECISION-MAKING PROCESS manuals dealing with voter registration statutes and state and local government structure, and to prepare supplementary handouts for the participants which "localize" the material according to terminology and laws which are applicable.

3) Several important activities of the five-day training program include resource people from the state itself who speak and answer questions in their areas of expertise relating to politics, government, and the law. Thus, on the first day, following discussion of voter registration and campaigning, representatives from the state Republican and Democratic organizations and, perhaps, from the League of Women Voters are invited to discuss party structure in the state and opportunities for party politics involvement. Similarly, as part of the law component, a panel of experts on the criminal justice system in the state (police, courts, corrections) engage in dialogue with the participants. For example,

at a workshop held in 1976 in Syracuse, New York, a provocative dialogue on the state's juvenile justice system grew out of a panel composed of a New York State Police lieutenant, the Onondaga County Family Court Judge, a State Youth Division counselor, and the District Attorney for Onondaga County. When the "Kids In Crisis" or "Police Patrol" simulation is played*, an attorney, policeman, social worker, and/or probation officer from the state is present to aid in the debriefing discussion of the experience. We rely heavily

*Developed by the Constitutional Rights Foundation.

on responsible liaison persons within the states to secure quality resource people as speakers. The purpose of these presentations is two-fold:

a) to provide teachers with informational background on the subject matter;
b) to put them in contact with the kinds of resource people with whom they will be working during the year (guest speakers, student internships, etc.), if the community is indeed to become the classroom for their IPLE students.

4) A block of time is set aside during the middle of the week for other law-related education project staff and social studies consultants in the state to make themselves and their resources known to the participants and to have their materials on display. We invite groups that are located close enough so that they may be resources for the teacher during the school year. For example, at our five-day training workshop in Springfield, Illinois, the list of demonstrators included representatives from the Constitutional Rights Foundation office in Chicago; the St. Louis Law Project; the ABA Special Committee on Youth Education for Citizenship; Law in American Society Foundation; American Political Behavior Project; and other legal education programs from the local university and high school. This sort of workshop program can be organized more readily in some states than in others.

BREAKING THE ICE

Participants attending our workshops usually do not know each other before arrival. After a brief introduction on the morning of the first day, therefore, we involve the participants in an ice-breaking exercise. First, all the registrants are divided into two groups, counting off by two's. Next, each person from Group 1 is asked to select someone from Group 2 whom he has never met previously. When all have paired off, they are asked to describe their backgrounds briefly, to each other – where they come from, what they do. They are then asked to spend some time discussing their political attitudes and philosophies.

A good alternative method to pairing off is to have each person write in one corner of a sheet of paper in large, readable print his or her name, school, and position. In the other three corners, participants write down one or two words or phrases that come immediately to mind when we say each of the following: "politics," "law," and "good education." The center of the sheet is reserved for them to write the name of their favorite movie (or song, novel, etc.). The participants then circulate for a few minutes reading each other's sheets, eventually teaming up with people they have not previously met whose responses on the paper interest them.

After ten or fifteen minutes, groups of four are formed by the pairs joining up with other pairs who are also new to them. The sequence of introductions and discussion of political philosophy is again followed, but this time it is the responsibility of each person from the original pairs to introduce his partner to the two new people. Again, about ten or fifteen minutes are needed for this phase. By this time the room is usually buzzing with animated conversation. This simple activity helps teachers and students become acquainted with other participants at the workshop very early, making them more comfortable; fosters good listening skills, because each person must introduce his partner according to the partner's description of himself; and encourages people to talk about subjects and attitudes which will be explored during the five days of training. This technique can be readily used by the teacher in the classroom. A suggestion for an immediate follow up to the getting-to-know-you group ice-breaker is to assign each group of four (or eight) a specific task related to the content of the workshop to be reported on to the entire assembly subsequently. Often the groups work together on solving the "Crime Game" (pp. 150-151). The list of clues is cut up and distributed randomly so that each group member has only a few pieces of the total puzzle. The group must work together to determine the answers to the six questions.

GENERAL TRAINING APPROACHES

In both small and large group sessions, substantive information is combined with a variety of techniques to gain as much "mileage" as possible out of each activity. Each activity has a number of "spinoffs" and implications for wider use which are discussed. The medium is as important as the message! For example, in the legal component, while covering such topics as foundations of law, freedom of speech, fair trial v. free press, and juvenile justice, the participants learn and experience such teaching methods as role-playing simulations, mock trials and moot courts, values clarification surveys and continuums, the use of case studies, panel presentations by outside speakers, and the use of stop-action films (such as the Encyclopedia Britannica films on the Sam Sheppard and Irving Feiner cases). Teachers thus see the almost limitless possibilities for approaching the study of a particular legal question in the classroom.

In the Voter Education component, the practical "how-to's" of organizing a canvassing and voter registration drive are introduced, including classroom organization, district selection, public notification, role-playing preparation, and actual carry-through. Some of these are handled through lecture and discussion, with aid of overhead projections. Participants select and target voting districts in simulation, and engage in a door-to-door canvassing role-play. This always provides comic relief, since one person plays an IPLE student and the other an Archie Bunker type of individual not at all interested in getting out to vote for politicians who are crooks! The benefits of a voter registration activity in the class are many: it provides the foundation for discussion of party structure and voting behavior; it helps develop students' skills in organization, speaking extemporaneously, engaging in research in order to answer anticipated questions, and the like.

As part of the Government Unit, lobbying is emphasized in the workshop, again because of its spinoffs – development of research skills, involvement with aspects of human psychology, opportunity to learn first-hand the key steps in the old civics textbook chart on "How a Bill Becomes a Law," and the chance to show students that anyone with a "cause" can be a lobbyist.

The techniques of community research are also covered as part of the workshop. Participants are sent in pairs early in the afternoon into nearby population centers, such as

downtown business districts or shopping malls, with permission of the local police and businessmen, to interview ten individuals on a public opinion survey (usually dealing with police-community relations, as on p. 152). Returning they describe the experience and examine issues of polling, sampling, and the use of questionnaires. Important questions arise related to the process followed and the validity

of the results: how random was the sample, since only a select group is free to shop in the middle of the afternoon on a weekday? how objective was the wording of the questionnaire used? how consistent and unbiased was the approach used by the pairs in asking the questions? how were those who refused to answer accounted for in the sample? This experience demonstrates clearly what steps are needed for students to determine accurately through their own research community demands and resources.

In meeting the needs of participants, we try to remain flexible, bringing to the workshop many more activities and strategies than can be used, so that we can "shift gears" when it seems appropriate. It has been our practice to select a small delegation of students and teachers representing a cross-section of the whole group to give us "feedback" and suggestions at the end of each day. They review the schedule for the following day and suggest modifications that seem necessary.

One of our most challenging workshops, one which required maximum flexibility, was conducted in Iowa, in conjunction with an environmental education project called SCATE (Students Concerned About Tomorrow's Environment) to train students and teachers of science as well as social studies in effective methods of political action on the issue of ecology. The lobbying exercise, telephone canvassing simulations, debate on Model Congress legislation, and other activities were directed to emphasize environmental issues like air pollution and land use control; many of the outside speakers also had expertise in these areas. It was our task to bridge the gap between their concern about the environment and the need to know how to influence the legislative process and how to get ecology-minded candidates elected to office.

CHANGES AND MODIFICATIONS

Over the past year changes, additions, and deletions have been made in our five-day schedule, based on assessment of our experiences and the feedback we have received from the participants. The following represents only a partial list of some of these modifications:

1) We have "telescoped" many of the simulations and eliminated others. We discovered that teachers want to see how to use an activity and to examine possibilities for its applicability to a variety of settings. While debriefing is essential, it is not necessary to follow the role-play, mock trial, or Supreme Court hearing itself all the way through to its conclusion, as would be done in the classroom.

2) We have scheduled more time for teachers and students who do not know each other to share their ideas and experiences in political and legal education. IPLE represents a full year curriculum approach, but many of the elements in the program have been used by other teachers in the past. As one participant told us, "Every teacher is a bit of a ham. We all like the chance to toot our own horn on occasion." Consequently, we have set aside time in the program for teachers to share what they are doing in their classes; we encourage them to bring examples of materials they presently use and to discuss any experiences they may have had with such things as simulated elections, community research projects, or field trips.

3) IPLE curriculum manuals do not contain day-to-day lesson plans and behavioral objectives; accordingly, some teachers, who are new to the IPLE approach feel uncomfortable. Therefore, recent workshops have included time at the end of each major component (voter education, government, law) for teams from school districts to meet to discuss the material, set specific objectives, write up plans as they relate to their own school settings, and identify questions and problem areas that need further clarification by the workshop training staff. (See sample teacher planning worksheet p. 152).

4) Instead of giving all participants a schedule that includes specific times for each activity (every hour and half-hour), we now provide a general outline of each day's agenda, with specific times listed only for meals and the convening of each session (morning, afternoon, evening). This leaves more room for flexibility without the group getting concerned if an activity or discussion runs longer than originally anticipated.

5) Teachers have requested that a press release be developed on the workshop which they can have their schools use for community public relations. One is now made available to each participant. See page 153 for one sample.

EVALUATION

In addition to the day-to-day feedback solicited from the participants (described above), we have developed two evaluation instruments (see copies pp. 155-156) to obtain concrete data on the effectiveness of our training. One is

relatively brief (and general), providing some basic information on how we are doing; the second, more detailed, helps us determine to what extent the workshop stimulated participants to implement IPLE. The form is distributed to the workshop participants, with time allotted for its completion and collection. It is important that the outside resource people be involved in this evaluation process since their comments may be particularly useful. These forms are then tallied and discussed by the IPLE staff so that valuable recommendations can be incorporated into future workshops.

Conclusion

Careful planning, common sense, attention to detail, flexibility to meet the needs of participants, resourcefulness, and the willingness to learn from mistakes are all necessary ingredients for conducting teacher-training workshops. IPLE continues to learn and grow from each successive experience; hopefully this process will benefit the teachers, students, and resource people working with the program.

Note: For descriptions of several other teacher-training models in legal education, see the ABA's *Teaching Teachers About Law* (p. 167), which also includes the above article in somewhat different form.

IPLE PRE-WORKSHOP QUESTIONNAIRE

Name(s)_____ Position_____

_____ _____

Address_____

_____

_____

Telephone_____

Arrival/Departure Information:	Flight/Auto	Time	Date
Anticipated Arrival	_____	_____	_____
Departure	_____	_____	_____

Please provide a profile of your district:

High School Size____ Urban____ Rural____ Suburban____

Please state in a few sentences your goals in attending the workshop.

What best describes your present status. Please elaborate.

Seeking awareness of program _____

Seeking materials only _____

Seeking training for program implementation _____

Have you discussed program replication with your administration? ☐ Yes ☐ No

At present, how supportive is your district to program replication?

☐ Very supportive ☐ Moderately supportive ☐ Not supportive ☐ No opinion

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INSTITUTE FOR POLITICAL AND LEGAL EDUCATION

NEW JERSEY 5-DAY WORKSHOP

June 21-25, 1976
New Brunswick, New Jersey

I. Monday, June 21 – VOTER EDUCATION COMPONENT
- A. Registration 9:00 a.m.
- B. Orientation 9:30 a.m.
  1. Overview of workshop
  2. Introduction of trainers
  3. Objectives of workshop
  4. Ice-breaker technique
- C. Introduction of Voter Education Unit
  1. Voter Registration
  2. Campaign Activities & projects
- D. Lunch 12:30 p.m.
- E. Subtle Bias of the Media 1:30 p.m.
- F. Classroom Activities
  1. Simulated Election
  2. Issue Analysis Board
  3. Open-end Discussion on Campaign Techniques
  4. Other activities
- G. Dinner 6:00 p.m.
- H. Political Expert 7:00 p.m.
- I. Evening Get-together 8:30 p.m.

II. Tuesday, June 22 – GOVERNMENT COMPONENT
- A. Lobby 9:00 a.m.
  1. Lobbying exercise, internship & projects
  2. Lobbying Game – how to use it & some alternatives
- B. Lunch 12:30 p.m.
- C. Community Research Project 1:30 p.m.
  1. Field Work
  2. Evaluation & use of Community Research Techniques
- D. Dinner 6:00 p.m.
- E. State Government Expert 7:00 p.m.

III. Wednesday, June 23 – GOVERNMENT COMPONENT & LEGAL COMPONENT
- A. Urban Dyne (Government/Political/Economic Planning Simulation) Including various options & potential projects 9:00 a.m.
- B. Lunch 12:30 p.m.
- C. Group Planning & Discussion on politics and government* 1:30 p.m.
- D. Introduction to Law Strategies 3:00 p.m.
- E. Dinner 6:00 p.m.

IV. Thursday, June 24 – LEGAL COMPONENT 9:00 a.m.
- A. Case Study Approach
- B. Freedom of Speech
  1. Continuums
  2. Ray Brown
- C. Lunch 12:00 p.m.
- D. Freedom of Press 1:30 p.m.
  1. Surveys & Polls
  2. Use of films
  3. Moot Court
- E. Consumer Law
- F. Dinner 6:00 p.m.
- G. Guest speaker 7:00 p.m.

IV. Friday, June 25 – LEGAL COMPONENT 9:00 a.m.
- A. Kids In Crisis
  Game, strategies and guest policeman, lawyer, probation officers
- B. Teacher Discussion*
- C. Lunch 12:00 p.m.
- D. Organizational Information 1:30 p.m.
  1. Classroom organization
  2. Local problems and issues
  3. Public relations & community resources
  4. Student evaluation
  5. Other questions*
- E. Workshop evaluation
- F. Adjournment 2:45 p.m.

*During planning/implementation meetings for each component, teachers should identify questions and problem areas that need further clarification. These should be given to the IPLE trainers for discussion at the final organizational meeting.

THE CRIME GAME

Your task is to work as a team, using the various clues provided, and determine the answers to the following questions:

1. Who was the killer?
2. What was the motive?
3. What weapon was used?
4. Who was killed?
5. Where did the murder occur?
6. When did it occur?

CLUES (Cut these into individual pieces)

When he was discovered dead, Mr. Kelley had a bullet hole in his thigh and a knife wound in his back.	Mr. Jones shot at an intruder in his apartment building at 12:00 midnight.	The elevator operator reported to police that he saw Mr. Kelley at 12:15 a.m.
The bullet taken from Mr. Kelley's thigh matched the gun owned by Mr. Jones.	Only one bullet had been fired from Mr. Jones' gun.	When the elevator man saw Mr. Kelley, Mr. Kelley was bleeding slightly, but he did not seem too badly hurt.
A knife with Mr. Kelley's blood on it was found in Miss Smith's yard.	The knife found in Miss Smith's yard had Mr. Scott's fingerprints on it.	Mr. Kelley had destroyed Mr. Jones' business by stealing all his customers.
The elevator man saw Mr. Kelley's wife go to Mr. Scott's apartment at 11:30 p.m.	The elevator operator said that Mr. Kelley's wife frequently left the building with Mr. Scott.	Mr. Kelley's body was found in the park.

Mr. Kelley's body was found at 1:30 a.m.	Mr. Kelley had been dead for one hour when his body was found, according to a medical expert working with police.	The elevator man saw Mr. Kelley go to Mr. Scott's room at 12:15 a.m.
The elevator man went off duty at 12:30 a.m.	It was obvious from the condition of Mr. Kelley's body that it had been dragged a long distance.	Miss Smith saw Mr. Kelley go to Mr. Jones' apartment building at 11:55 p.m.
Mr. Kelley's wife disappeared after the murder.	Police were unable to locate Mr. Scott after the murder.	When police tried to locate Mr. Jones after the murder, they discovered that he had disappeared.
The elevator man said that Miss Smith was in the lobby of the apartment building when he went off duty.	Miss Smith often followed Mr. Kelley.	Mr. Jones had told Mr. Kelley that he was going to kill him.
Miss Smith said that nobody left the apartment building between 12:25 a.m. and 12:45 a.m.	Mr. Kelley's blood stains were found in Mr. Scott's car.	Mr. Kelley's blood stains were found on the carpet in the hall outside Mr. Jones' apartment.

ANSWER KEY FOR CRIME GAME

1. Killer – Mr. Scott with Mrs. Kelley as an accessory.
2. Motive – Get rid of husband. (i.e. "love triangle")
3. Weapon – Knife.
4. Victim – Mr. Kelley.
5. Where – Mr. Scott's apartment.
6. When – 12:30 a.m.

SAMPLE POLICE/COMMUNITY RELATIONS QUESTIONNAIRE

Questions for the Community:

Read each statement and check whether you strongly agree, agree, disagree, or strongly disagree.

1. Women receive greater courtesy from the police than men do.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
2. Police treat people from the same background as themselves better than others.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
3. Police treat blacks and whites with equal respect.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
4. You would have to replace at least half of the police to get a really good police force in this community.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
5. Police let the black community in _____ get away with murder.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
6. If people don't treat the police with respect, then police should not treat them with respect.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
7. Police treat adults with more respect than they do young people.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
8. Police let the white community in _____ get away with murder.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
9. The way a person looks has a great deal to do with the way he will be treated by police.
   ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
10. If you've got money, you don't have to worry about the police in _____.
    ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree
11. Blacks have less respect for law and order than whites do.
    ☐ Strongly agree ☐ Agree ☐ Disagree ☐ Strongly disagree

Note: Where a space has been left in one of the statements above (#5, 8, 10), the questioner administering the survey should substitute the name of the city or town in which it is being conducted.)

TEACHER PLANNING

IPLE curriculum guides are not filled with day-to-day lesson plans and behavioral objectives. As teachers new to the IPLE approach, you may feel uncomfortable with material that is organized around broad units of study and classroom projects. No one knows better than you the realities of your own local situation, the freedom and limits of the curriculum structure, budget, and school setting within which you function. Therefore, this form is designed to assist you in examining the material, setting specific objectives, and writing up implementation plans for your own classes. Please identify those questions and problem areas for each component (voter education, government, law) that need further clarification by the workshop training staff and list on the separate sheet provided.

Unit: Voter Education ☐
Government ☐
Legal ☐

I. Summarize major points of discussion on materials for unit.
   What materials are to be used?
   What modification, if any, is needed?
   List on separate sheet areas of clarification required from IPLE staff.

II. Outline broad objectives for unit.

III. Determine specifics
   A. Lesson
   B. Time
   C. Materials required
   D. Resources to be contacted

List questions or areas which you want clarified to facilitate curriculum implementation (use separate sheet).

SAMPLE WORKSHOP PRESS RELEASE

TEACHERS/STUDENTS ATTEND CONFERENCE
ON
POLITICAL AND LEGAL EDUCATION

During the week of August 1 - 5, _____, _____,

_____ of _____ High School participated, along with thirty other teachers and students from across the state of Ohio, in a training program designed to prepare them to implement an intensive program in political and legal education in their school. The workshop consisted of films, a mock trial, a simulation of lobbying and the legislative process, and other activities which can be used in the classroom. Political candidates, law enforcement officers and other resource persons also made presentations to the group.

The workshop was conducted at the Holiday Inn in Bowling Green, Ohio. Sessions ran from 9:00 a. m. to 4:00 p. m. each day. Several evenings were spent meeting with legislative officials and riding along in local police cars.

Students worked closely with teachers, participating in a number of activities and developing plans for their own program in which they will take leadership responsibilities.

During the coming school year, each participating district will be incorporating these materials into their regular social studies program. Communication among participants will continue throughout the year.

The workshop was conducted by representatives of the Institute for Political and Legal Education, based in New Jersey, and organized by the Wood County Office of Education. This project is being funded through the adaptation grants program of the Ohio State Education Department.

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION
EVALUATION FORM

Title of Workshop _____

Date _____ Location _____

I. Please circle the appropriate designations:
Teacher Student IPLE Non-IPLE

II. Please mark the appropriate position on the continum line:

1. The workshop dealt with relevant content:

1	2	3	4	5
Excellent	Above Average	Average	Sub-standard	No Opinion

2. The workshop dealt with an appropriate number of topics:

1	2	3	4	5
Excellent	Above Average	Average	Sub-standard	No Opinion

3. The workshop offered the participants the desired amount of teaching activities useful in a classroom setting:

1	2	3	4	5
Excellent	Above Average	Average	Sub-standard	No Opinion

4. I will be able to apply the ideas and activities to my classroom setting:

1	2	3	4	5
Most Applicable	Moderately Applicable	Limited Application	Not Applicable	No Opinion

5. My general *feeling* about the workshop is that it was:

1	2	3	4	5
Excellent	Above Average	Average	Sub-standard	No Opinion

6. I feel the day(s) spent at the workshop proportional to the gain was (were):

1	2	3	4	5
Very worthwhile	Moderately worthwhile	Not worthwhile	Waste of time	No Opinion

7. Please comment on how to improve this type of workshop. (Please use back of paper.)

8. Please indicate what you felt were the best aspects of this workshop. (Please use back of paper.)

IPLE WORKSHOP SURVEY

Name: _____ Date: _____

School District: _____ State: _____

A. Please check the indicator appropriate:

1. My present position is:
   - ☐ teacher
   - ☐ department chairman
   - ☐ principal
   - ☐ superintendent
   - ☐ student
   - ☐ other: please identify _____
2. The grade level(s) that I am involved in is (are):
   - ☐ junior high school
   - ☐ high school
   - ☐ college
   - ☐ other: please identify _____
3. I have been employed in education:
   - ☐ 0 to 2 years
   - ☐ 3 to 5 years
   - ☐ 6 to 10 years
   - ☐ 11 or more years
4. The type of facility that I work in is:
   - ☐ public
   - ☐ private
   - ☐ parochial
   - ☐ other: please identify _____

B. To what degree were the stated workshop objectives met? Please rate each objective by checking the appropriate response.

	1 Poorly	2 Fairly	3 Adequately	4 Fully
1. methods/techniques	_____	_____	_____	_____
2. structure/organization	_____	_____	_____	_____
3. materials	_____	_____	_____	_____

C. 1. Before attending the workshop, my knowledge in this area was:

(check the appropriate response)

1 Poor	2 Fair	3 Adequate	4 Good	5 Very Good
_____	_____	_____	_____	_____

2. As a result of this workshop, my knowledge is:

1 Poor	2 Fair	3 Adequate	4 Good	5 Very Good
_____	_____	_____	_____	_____

(continued)

D. Please rate the workshop using the following scale. (Check the appropriate column.)

	1 Not Applicable	2 Poor	3 Fair	4 Good	5 Very Good
Consultant knowledge of topic	_____	_____	_____	_____	_____
Information presented	_____	_____	_____	_____	_____
Method(s) of presentation	_____	_____	_____	_____	_____
Length of presentation(s)	_____	_____	_____	_____	_____
Printed materials	_____	_____	_____	_____	_____
Audio-Visual materials	_____	_____	_____	_____	_____

E. In the coming months, as a result of this workshop, I intend to: (check the appropriate response(s) – if more than one response, please rank the top 5 by rating them as 1, 2, 3, 4, 5 in order of importance)

_____ Purchase new equipment or materials
_____ Implement a new program or project
_____ Use skills or concepts in class activities
_____ Continue my education in this area
_____ Increase appropriate budgetary categories
_____ Share materials and/or information
_____ Motivate others in this area
_____ Present information to principal/superintendent/school board for implementation approval
_____ Submit a proposal for funding
_____ Call upon IPLE for support services
_____ Visit and use IPLE's resource materials library
_____ Undecided
_____ Other (Please comment)

F. Constraints in which of the following areas will hinder or prohibit you from doing something with what you have learned during the workshop? (Check the appropriate response(s) – if more than one response, please rank the top 5 by rating them as 1, 2, 3, 4, 5 in order of importance.)

_____ Time
_____ Personnel
_____ Materials
_____ Budget
_____ Equipment
_____ Administration
_____ Knowledge of the topic
_____ None

G. Comments or recommendations concerning workshop: materials, teaching strategies, or time allotments.

CHAPTER XI
GRANTSMANSHIP AND INSTITUTIONALIZATION*

This section is designed to give the teacher or program coordinator practical help in developing and sustaining support for legal and political education projects. It is based largely on the experiences of the Institute for Political and Legal Education, an organization which has grown from a one-classroom minimally-funded project to an amply supported project encompassing school districts from all regions of the country.

BRIEF HISTORY OF IPLE

The Institute for Political/Legal Education had its beginning in 1969 with Barry Lefkowitz, IPLE Director, then teaching social studies in Burlington City High School, New Jersey. The program began in his classroom, with a grant of $300.00 from the Burlington City Council and $200.00 contributed by each of the local Democratic and Republican Committees. This initial $700.00 acted as an impetus for a concerted effort by parents and students in that first experimental class to raise further funds. Through such means as a cookie sale, dance, and car wash, enough money was raised to end the year with a surplus of $954.00.

In the second year of the project, a $2,000.00 pilot grant was provided by the State Department of Education for continuance of a classroom effort consisting of thirty students. The grant was due to efforts of the County Superintendent and his aide, who were convinced of the worthiness of the project.

The year 1971 saw the development of the project from a one-school experiment to a nine-school consortium funded by an ESEA Title III grant, combining the variables of urban, rural, and suburban communities, as well as parochial and public schools, in north, central, and south Jersey. (Title III of the Elementary and Secondary Education Act, 1965, allocated federal money to a State Department of Education to provide local districts with funds for innovative programs in education. Under current law, these ESEA funds are incorporated into Title IV-C.)

In fiscal year '71-'72, the Institute received $80,000 of Title III monies, and in March another $19,000 for a special Department of Education project to organize voter registration committees in every high school in the state.

The Institute was funded for fiscal year '72-'73 (year two under Title III) at a level of $78,000. Nineteen schools participated in the project that year. In addition, a $20,000 grant was provided by the Department of Education for another special project, to develop "Voter Education Kits" for every high school in the state. IPLE also received $1,400 to produce a filmstrip/cassette "The Legislators."

In 1973-74, IPLE was funded at $78,000. Additional finances in the amount of $1,750 were provided by major groups in New Jersey, The New Jersey Bar Association and Johnson and Johnson, Inc. for a filmstrip on "Individual Rights and Responsibilities."

The three-year phase of development and field-testing of the project (1971-74) involved students, teachers, and administrative staff in writing and revising curriculum, conducting teacher training, and evaluating data. In May, 1974, the Institute was validated, according to the standards and guidelines of the United States Office of Education (U.S.O.E.), as innovative, successful, cost-effective, and exportable. Shortly thereafter it was endorsed for national dissemination by the Joint Dissemination Review Panel of the U.S.O.E. and the National Institute of Education (N.I.E.). Of the thousands of Title III-IV-C programs funded since 1965, only a small number have achieved national validation. Funded for national dissemination, IPLE has now trained over 400 educators in more than thirty states.

METHODS AND TECHNIQUES OF GRANTSMANSHIP

Many questions come to mind from this brief history of the Institute: Why did the New Jersey Department of Education request IPLE to execute special projects? What is the significance of the filmstrips? Why is the future bright for the Institute program? A few phrases such as, "ability to respond immediately and thoroughly," "personal grantsmanship," "using public relations and understanding media," "intelligent self interest," and "timing," provide a short course in the "nitty-gritty" of funding and becoming institutionalized.

The following section, written by Barry Lefkowitz, Director of IPLE, is a guide to effective grantsmanship, based on his own experiences with the project:

1. *Making Your Board of Advisors Work for You*
   The most important starting point for the Institute was the development of its first Board of Advisors. Ours was comprised of the county chairmen of the Democratic and Republican parties, the mayor, a news reporter who covered our area, the leaders of three major local community groups (the Community Action Program, the Kiwanis Club, and the Junior Chamber of Commerce), students, school administrators, parents, a county official, and one of our state legislators.

   Many projects have prominent people on their board, but do not use them effectively. I found it necessary to sacrifice time and meet individually with each person whom I was soliciting to serve as a member of the board. In meeting with an individual, I always had two "agendas": the first, to convince him of the worth of

*Some materials included in this section first appeared in "Grantsmanship and Institutionalization" by Barry E. Lefkowitz in *The $$ Game : A Guidebook on the Funding of Law-Related Educational Programs*, published by the ABA Special Committee on Youth Education for Citizenship. For further ideas and suggestions on obtaining financial support for legal education programs, see *The $$ Game* and *Law-Related Education: Guidelines for the Future* (cited on page 167).

the project and his value in serving on the board; the second, to convince him that we could be helpful to him either now or in the future.

A personal meeting accomplishes several purposes: It provides an entree for future personal meetings, and it gives the individual some ego satisfaction because you deemed him important enough to request a formal appointment. We found that individuals were not annoyed if you came for their advice over the years. In fact, it strengthens your position with them later on should you need their personal intervention in a matter, either by letter, or by a telephone call in your behalf. Never be bashful.

Our first Board of Advisors has grown from the above-mentioned individuals to a governing body that consists of the following: two New Jersey State Legislators, and representatives of the New Jersey Education Association, National Education Association, New Jersey School Boards Association, New Jersey League of Women Voters, New Jersey Common Cause, New Jersey Department of Education, New Jersey Bar Association, New Jersey Public Broadcasting, and Democratic and Republican State Committees. In addition, there are representatives of the state university, state colleges, and several major community action projects, as well as three students, a teacher and a school superintendent. The end of this section lists the current IPLE Board of Advisors (p. 161). We cannot overemphasize that these members work whenever needed in behalf of the Institute program. We still continue the policy of meeting with our board members individually, usually for lunch. More business is accomplished over a drink and lunch than at any other time.

An important point to note is that an influential member of your board will probably result in your contact with at least ten important persons.

2. *Cultivating Other Prominent Persons*
You will, of course, want your project to become favorably known to other prominent individuals who are in a position to help. How can you accomplish this?

Creating incidents or events is a tool that can be used successfully, especially if they are timed to be of service to prominent persons. For example, one year the Institute produced a filmstrip/cassette called "The Legislators" that was distributed to every high school in the state free of charge. First, we convinced four major organizations (New Jersey Education Association, New Jersey School Boards Association, Trenton State College, and the New Jersey League of Women Voters) to sponsor the production, based on the excellent publicity they would receive both in newspapers and through the credits in the filmstrip. Then we asked the leaders and several members of the Assembly and Senate (all but two of whom were up for re-election) to consult with us and participate in the production. They would receive newspaper publicity, and the filmstrips would be shown in their districts. Lastly, our narrator was co-anchorwoman for WNJT-TV, New Jersey Public Broadcasting. The filmstrip was distributed just prior to the primary election. Incidentally, the Governor was in the filmstrip, and the filmstrip was dedicated to him.

You can use this technique in a variety of ways, even if you do not possess the financial wherewithal. Remember, people look for inexpensive publicity and image-building; thus, it is not difficult to obtain organizations or companies to sponsor a production. You can produce a filmstrip and make four hundred copies for approximately $1,600. A prominent person will always remember that you have given him exposure through a media production.

Other types of events are workshops in which prominent individuals can be used as keynote speakers, or speakers/trainers for particular sessions. An action-reaction effect is created here. Prominent individuals draw media and media draw prominent people. Always follow up a session like this with a personal meeting with the individual. Your relationship now takes on a different meaning. We employed this strategy with a U.S. Senator and are now working very closely with one of his legislative aides, whose expertise is in grantsmanship.

Remember, every time publicity is generated for a prominent individual by his involvement with your project, you are actually receiving double publicity, as well as establishing a "track record" and documentation for your project. Newspaper coverage will eventually result in magazine articles and television coverage. We have had excellent coverage in all these areas over the past seven years.

Why do you spend an enormous amount of time developing a rapport with prominent individuals? It is basically known as elementary politics or the "theory of exchange." Simply explained, the theory is based on the maxim, "one good turn deserves another." It must be strongly emphasized, however, that the Institute is held in high esteem because of the quality performance of its students, teachers, and staff, and is respected because of its work and ability to produce. Without this record of accomplishment, prominent individuals could not help us as they have.

Prominent individuals carry much weight or know someone who can intercede in your behalf. They and

your Board of Advisors are invaluable at funding time. If you as a legislator had to decide between two projects for funding that were fairly equal in value, which would you fund – the one with "a lot of punch behind it" or the one without? Which project would be the first to get the ear of state or federal officials?

3. *Establishing Rapport with Funding Sources*
As indicated previously, most of our funds have been granted by the state Department of Education, some - our pilot grant, our grants for special projects – as state funds, but most as federal Title III/IV-C monies through the state Department of Education. Our success as a project, then, relates directly to our ability to convince the state Department of Education that our project is worthy and deserving of funding.

As mentioned earlier, we first applied to the Department for pilot funds, with the assistance of the County Supervisor. With a track record established, we then made a formal presentation to the Commissioner and his assistants, arranged by one of the prominent individuals with whom we constantly confer. In this presentation, project leaders and three students put on a slide show on the activities of the project, and showed one of our filmstrips. This was supplemented by invitations to observe or speak at some of our workshops. In addition, we made sure that the Department was kept abreast of the publicity generated by our major events.

We have secured a strong position within the Department through our willingness to undertake several difficult special projects. A problem in New Jersey surfaced when 18-year-olds were given the right to vote. Registration figures were deplorable for this age bracket. The Department felt something should be done, but time was running out. The only program in schools which had any experience in this area was the Institute. We were called into a meeting with the Deputy Commissioner and Assistant Commissioner and discussed the feasibility of working on the problem. The Institute was given three days in which to submit a complete strategy and full grant proposal for contacting all New Jersey high schools before the cut-off date, just six weeks away. On the third day, with the "ink still wet," as the Deputy Commissioner said, the proposal and plan were presented. We organized, in over two hundred high schools, "voter registration education committees." Although this did not embrace all the high schools in the state, the Department did not forget our efforts when we came back with funding proposals.

In 1972, the Department felt the need for preparing students for the up-coming Presidential election. We were given six weeks to develop two filmstrip/cassettes, a curriculum guide, and ten different student and teacher manuals. Not only did we accomplish the task, but we organized and conducted regional workshops throughout the state during the first three weeks of school. What really facilitated the task was the fact that we had developed so many contacts and resources upon whom we could call for assistance. Again, the Department has not forgotten our efforts.

Conclusion

Funding is the life blood of projects. Without it, they simply cannot long survive. There is always a limited amount of funds, for which many worthy projects compete. In this struggle for survival, you will need much help in getting your project recognized and making its successes known. Since every education project is unique, not all the IPLE strategies and practices are apropriate for your special project. But the essence of our program – a concerted effort to establish contacts and build community support through public relations – can serve as a model. This effort is arduous, time consuming, and often frustrating, but it will dramatically increase your chances of funding.

Rules of Thumb in General Grantsmanship

1. Make sure that you have some information about the person with whom you are meeting.
2. Never go with a prepared text in your head; you must listen with extreme care to the person with whom you are meeting in order to determine the direction in which you should move.
3. Have notes jotted on a note-pad in front of you so that he knows you are prepared.
4. Since most individuals of stature do not like lengthy meetings, make sure to get to the point once you determine the proper direction, from cues provided by him.
5. If you are with others, observe protocol in addressing him; even if you are on a first-name basis, conduct yourself in a formal manner. In private, be formal until he makes a point of letting you know it is not necessary.
6. It is extremely important to dress meticulously for these sessions, since some people feel that your dress is a reflection of your attitude toward them.
7. Be assertive, but not obnoxious or overbearing. If you do not hustle, funds won't come to you.
8. Prominent individuals will want to help if you are sincere and level-headed.
9. Be honest, if prominent individuals find you have misled them, you will lose not only them but also other individuals with whom they are in contact.
10. Read a good book on how to be a lobbyist. You can purchase one from the Institute!

Some Rules of Thumb in Seeking Foundation Support

1. Get a copy of the book *The Foundation Directory.*[1] It lists all the foundations and the types of projects they fund. Another excellent resource for selecting possible donors is the "Foundation Grants Index" which appears bi-monthly in *Foundation News*[2] and also in an annual cumulative edition. Listing thousands of grants of $5,000 or more, the *Grants Index* provides comprehensive, up-to-date information on foundation grants, projects, and recipients.
2. Write to those foundations concerned with your area of interest. Request a personal meeting with their grantsman to discuss how they like the proposals written and to sell him on the worth of your proposal. He might possibly become an advocate for you.
3. Always go to this type of meeting with another person. The second person should listen carefully to all that is said so that you can compare notes to make sure that what you thought you heard said was a reality.
4. Make sure you have the support of high officials in your state when going into these meetings. It's very helpful.
5. Try to locate someone familiar with the foundation who can provide you with an entree.
6. Establish a "track record" locally with state foundations or organizations. Large foundations like to go with winners (IPLE received small grants for specific projects over the years from such groups as the N.J. State Bar Association, League of Women Voters, and the N. J. Bicentennial Commission).
7. In the meeting, be prepared with typed copies of information on your project and other supporting material which can be read by the grantsman at a later time.
8. Foundations look for proposals that are concise and well written. Included below is an example of a "short and sweet" proposal/concept paper for a turnkey program submitted to the Rockefeller Family Fund by IPLE in 1976 and funded thereafter (pp. 162-163).

[1] The Foundation Center, distributed by Columbia University Press, N.Y.
[2] Also published by the Foundations Center.

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION
MEMBERS OF THE ADVISORY BOARD

(This listing of IPLE's Advisory Board indicates the affiliations of its members, illustrating the kinds of organizations which can lend valuable support to a political/legal education program.)

1. Diane Betzendahl,
   Newscaster, KYW Television, Philadelphia, Pa.
2. Albert Burstein,
   Assembly Majority Leader, New Jersey
3. Jeffrey L. Dow,
   Young Lawyers Division, American Bar Association
4. Wayne Dumont,
   Senator, State of New Jersey
5. Beth Farnbach,
   Executive Director of Project LEAP, Temple Law Center
6. James J. Florio,
   Congressman, State of New Jersey
7. Jim Geoghegan
   Teacher, Westfield High School
8. Frieda Gilvarg,
   League of Women Voters
9. Herbert Green
   Executive Director, School Watch
10. Thurman Harrison,
    Director, Division of Human Resource, Dept. of Community Affairs
11. Ian Horen,
    Negotiator, local school boards
12. Jesse Irvin,
    Teacher, Burlington County Vocational and Technical School
13. Roy Kirkley,
    Department of Labor and Industry
14. Lynne Kresge,
    Coordinator, Vineland High School
15. David Lefever,
    Director of Communication, New Jersey Bar Association
16. Victor MacCagnan,
    Independent School Teacher (Peddie School)
17. Ruth Mancuso,
    President, New Jersey State Board of Education
18. James Moran,
    Executive Director, New Jersey Association of School Administrators
19. James Morford,
    Assistant Director, Public Information, New Jersey Education Association
20. Sharon Popkin,
    New Jersey Common Cause
21. Jeanne Reock,
    New Jersey School Boards Association
22. Ralph Sims,
    Urban Education Specialist, Office of Urban Education, Dept. of Education
23. Anthony Vega,
    Associate Extension Specialist, Labor Education Center Rutgers
24. Ray Willis,
    Office of the Commissioner, Dept. of Human Resources (A professor at Trenton State College)
25. Paul B. Winkler,
    Director, Educational Improvement Center-South, New Jersey State Department of Education

26-27. Two students within program who act as representatives from IPLE project schools

TURNKEY TRAINING: A CONCEPT PAPER

(Presented to the Rockefeller Family Fund in 1976)

Introduction

The Institute for Political and Legal Education (IPLE), a nationally validated,[1] ESEA, Title III program, has designed a year-long social studies program to provide high school students with practical experiences and understanding in the political, governmental, and legal process.

The program stresses a two-fold approach: (1) the acquisition of knowledge, both information and skills; and (2) participation of the students, first in classroom and school activities by role-playing simulation games, and then in the actual community, in local and state agencies. This two-fold emphasis enables students to execute projects that affect the community in a positive manner.

Needs assessments by educators across the country substantiate the demand for effective citizenship education. The program is being used in 27 schools in New Jersey and IPLE staff has trained educators in 30 other states in methods and techniques for implementing the IPLE program. In 13 additional states, IPLE has reciprocal relations with related educational projects.

Need

Many states have indicated a desire to have teachers trained to expand implementation of the IPLE program. This is not now feasible, for two major reasons:

1. present demands on staff time
2. lack of sufficient funding

To overcome these obstacles to expansion, IPLE desires a one-year grant to develop a turn-key training[2] program. The New Jersey State Department of Education, United States Office of Education, Stanford Research Institute, and Far West Laboratories uniformly advocate the concept of "turn-key trainers" for expanding nationally validated programs to other states.

A number of states have indicated verbally that they would like to have teachers trained for the role of IPLE turn-key trainers.

We feel that the turn-key trainer approach should first be set up on a regional basis experimentally so that the concept can be evaluated before plans are made for further expansion. IPLE is presently working on, and has established, numerous professional contacts in Tennessee, North Carolina, South Carolina, and Georgia. Therefore, we recommend that the turn-key training program be initiated in this region.

Goal

IPLE will be able to develop a second generation team of turn-key trainers in other states to augment existing training team.

Each state will have trained personnel (turn-key trainers) capable of training others within the state of replicate the IPLE program on a state-wide basis. They will have expertise in programming, methodology, resources, and other aspects of the IPLE program that are necessary to insure success. Additionally, they will have acquired skills in grantsmanship to aid in procuring federal and/or state funds, e.g., Title IV-C innovative and adopter grants and LEAA grants.

As a result of turn-key training, more states will be able to implement, expand, and meet the overall objectives of the IPLE program as stated below:

1. After participation in the program, students will score significantly higher on the Test of Political Knowledge, i.e., local, county, and state government structures and operations, lobbying and parliamentary procedure, and knowledge of American jurisprudence, than before.
2. After participation in the program, students will become more deeply involved in the political and governmental process as measured by the Inclination to Participate Test.
3. After participation in the program, students will have been actively and responsibly involved in local government and community affairs.

Methods

A one-week turn-key trainer workshop and turn-key trainer handbook will be designed upon completion of research and planning:

1. Mailed questionnaires and telephone calls have already been initiated to gather suggestions and recommendations from people involved in training. This includes personnel from universities, state bar associations, state departments of education, and state facilitators offices.
2. A two-day planning session for organization and content of both workshop and handbook will be held with four workshop experts: (a) Norman Gross, Staff Director, Committee on Youth Education for Citizenship, American Bar Association, Chicago; (b) Harriet Bickelman, Education Director, Law, Education and Participation, Philadelphia; (c) Linda Riekes, Director, Law and Education Project, St. Louis; (d) Richard Krueger, Northwestern University, Chicago.

IPLE will initiate development of handbook in August, 1976 with workshop to be held in January, 1977.

To insure stability of present IPLE programming when exported via turn-key trainers, new teachers will be linked with existing IPLE teachers from schools of similar characteristics. Communication between the teachers will be in the form of written correspondence and telephone calls. Classroom observations can be arranged for new teachers, at state expense, by IPLE.

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[1] Nationally validated defines those programs deemed "effective, innovative, exportable, and cost efficient" by the National Validation Procedure of the States, United States Office of Education.

[2] Turn-key trainer is defined as a practicing IPLE teacher trained by IPLE staff to train others in his/her state, thus facilitating the expansion of IPLE program at minimal cost.

Evaluation

Present plans for an evaluation design include both students and teachers. A yearly report will be submitted to the Rockefeller Family Fund, free of charge, for a period of three years.

Qualifications

IPLE was developed under ESEA, Title III, federal funding, and has been conducting teacher training workshops for five years. Past and present major funding sources are as follows:

1971 ESEA, Title III, developmental	$ 80,000
1972 ESEA, Title III, developmental	78,000
1973 ESEA, Title III, developmental	80,000
1974 ESEA, Title III, dissemination	64,267
1975 ESEA, Title III, dissemination	78,307

Additionally, IPLE is being funded under an ESEA developmental grant in the amount of $54,000 for the current funding year to develop a year-long course of study in law-focused education.

Supplementary funds have also been received from New Jersey Education Association, New Jersey School Boards Association, Riekes Foundation, and New Jersey Bicentennial Commission.

Barry Lefkowitz has been the director of IPLE since its inception (refer to Addendum for biographical data).

Projected Budget

A.	Organization and planning (staff)	$ 3,000.00
B.	Travel/conference	2,000.00
C.	Follow-up travel	1,656.15
D.	Stipends	6,750.00
E.	Training workshop (room, board, materials, travel)	5,286.96
F.	Workshop follow-up (staff time) and administrative costs	6,000.00
	TOTAL	$24,693.11

HOW TO WRITE A GRANT PROPOSAL*

Welcome to the world of grantsmanship! Through grants an individual has the opportunity to implement ideas that are not able to be implemented through normal channels. Grants are available to educators from the federal and state governments and from the local agencies (school, college, association) as well as from foundations. Grants falls into the areas of categorical and competitive grants. Categorical grants are those that are received by an agency as a result of the number of children below poverty levels, number of parents working for the government, number of pupils in general, etc. These grants are usually available to local school systems. Competitive grants are those which are open to all educators and are awarded on the basis of competition. These grants are open to all educational agencies and may be oriented to research, program, or development.

To apply for grants, whether they be categorical or competitive, an application must be filled out and submitted to the granting agency. The applications may run from six (6) pages for a mini-grant to over one hundred (100) pages for ESEA grants.

Application forms all cover approximately the same areas but are often worded and described differently. Three (3) major areas are included in any application for a grant or, what is referred to as, your proposal.

These areas are:

1. *Statistical* – Specific information regarding number of students, teachers, type of individuals involved, classifications of the persons to be affected by the proposal.
2. *Program* – This is the heart of the proposal which tells the needs to be met, the outcomes to be achieved, the strategies to be employed, and the procedure to be used to determine success.
3. *Budget* – This itemizes resources needed to carry out the strategies and achieve the objectives. All items in the budget should be listed, suggested and/or mentioned in the strategy section of the proposal. Each funding agency has its own budget format which must be followed. Most of the funds should fall into the categories of instruction and equipment with some funds allocated for administration and operation.

The techniques of writing the program section of the proposal determine your chances of receiving the grant. Within the specific sections the following techniques may prove to be useful:

Title – The title should not exceed ten (10) words and should describe concisely the idea and/or scope of the project. The writer has a chance to be creative in developing a title that explains the project and also attracts the interest of the reader.

Abstract – The abstract should be written after the total proposal has been developed and should very succinctly include the area of the proposal, the general outcome, and the innovative nature of the strategy.

Area of Proposal – (Need, Problem, Concern, or New Idea)

Describe why this project is needed. What is so "bad" about the existing situation that it requires your innovative idea to resolve the problem? What gaps, irregularities, deficiencies, etc., are present? This section will enable you to tell *why* you need the grant; it gives you a chance to "plead your case." However, this does not mean a strictly emotional appeal. Document where and when possible. It is not enough to state, "I think" or "I feel" or any similar empirical evidence. Include some "hard" evidence of the need –

results of standardized tests, pupil records, recommendations by teacher committees, resolutions by PTA's, report card grades, absenteeism or tardiness records, reading levels, surveys, opinionnaires, results of research, etc. These are the types of devices that will help prove that the need (or problem) truly exists. The writer may also develop a project that is not meeting a need, but is an extension of the existing educational situation or is a new idea. The term need used in grantsmanship is not a negative word but only refers to the area of the proposal.

Outcomes – State your outcomes in specific, measurable terms and base them on student outcomes. Yes, we are referring to behavioral objectives. All projects should be designed to improve student performance and the objectives should describe what they will be able to do as a result of participating in the project. Do not generalize or use nebulous statements. How do you *know* or, *how can you measure* whether they can "develop," "understand," "appreciate," "learn," "know," etc.? Instead, list behavioral indicators that are specific and measurable. "Students will (or "To) increase reading levels a minimum of 2.0 grade levels. . ." "Students will (or "To) demonstrate a mastery of a pre-determined number of instructional objectives related to physical science." "Students will (or "To) write a 250 word composition with a minimum of 6 errors in sentence structure, punctuation, and spelling."

*A Concept Paper distributed by The Educational Improvement Center-South Jersey.

It is particularly difficult to state changes in attitude (self-concept, human relations, appreciation of, motivation, etc.) in precise and measurable terms. However, can you list observable indicators that will reflect an attitudinal change? For example, how can you know a student has "gained an appreciation for drama?" Well, if his library card shows he is reading "extra" books on this topic, if he tries out for drama club, if he attends a state-wide production (particularly in off-school hours), if he does extra credit work on this topic. . .all these are indicative and observable manifestations of an attitude.

> Do not list activities as objectives. This is one danger, particularly, in listing objectives in the traditional infinitive style.
> A common error is a statement of this nature: "To provide a multi-media reading program. . ." "To motivate all students. . ."

If you examine these carefully, they reflect the teacher's behavior or what he will be doing for the students. Is the objective of the project "to provide" or "to motivate"? Actually, the statements refer to a means to an end – the activity – and not the end result, or objective. The objective in the first example should be "to increase the reading levels. . .", and the various steps in the "providing" of the multi-media approach should be listed in the activities section of the application.

Keep your objectives down to a manageable number. A few objectives carefully thought out and behaviorably stated would probably suffice. They should also focus on one or two areas. Focus your finances, time and effort on those needs on which you feel you can definitely have some impact and create change.

Don't try to dazzle the reader on the number of objectives you wish to accomplish. He's interested in quality, not quantity. And remember, in the final analysis, you're accountable for the attainments of the objectives you list. Be realistic – there are limits, financial and time-wise, to what a grant can actually accomplish. The objective should include the *A*udience, the *B*ehavior, the *C*ondition, and the *D*egree.

> *Strategy – Innovative Solution* – This section, of course, reflects the innovation you seek to implement. "Needs" and "objectives" are rarely unique; the solution (activity) is the innovative approach to achieving the goals and objectives. Make sure the innovation is highlighted in this section. Is it something you've dreamed up that has *never* been tried before? Or is it an adaptation of an idea you've read about? Is it only brand new in your district? Are you trying something that has already been done but for an audience different from your own (eg. boys involved in a sewing class)?

"A class of preschoolers will develop reading readiness skills by being involved in cooking and baking activities. The kitchen will become the class; the cooking and baking activities will serve as reading lessons."

The activities help you to accomplish the objectives you listed. Once again, be as specific as you can and list them in a step-by-step fashion. Include, where possible, the types of skills or attitudes that will develop in relation to student-based activity:

> "During October, all students will attend a multi-media training 'course' where they will develop skills in the use of various equipment items (still camera, super 8 camera, tape recorders) and production techniques such as script writing, story boarding, and editing."

Don't forget to include teacher-based activities – those that cite "administrative" or developmental tasks related to structing or managing the project:

> "In September, the teacher will design a multi-media training course for her students. A consultant from EIC will assist here in designing objectives, activities, materials, needs, etc."

How detailed should you be? List those components that give as complete a "picture" of the project as you can.

> *Evaluation* – You may wish to restate each objective (or, if space is limited, just write "Objective #1, etc.) and list the evaluative devices under each one which describe how you expect to measure whether the objective is achieved.

These could include such techniques as pre- and post-testing, standardized test scores, weekly quizzes, anecdotal records, teacher- or student-made tests, observation, questionnaires, log books, sociograms, diaries, interviews, student files, experimental and control groups, etc. These are all standard devices used by teachers.

If you have a need, a concern, a problem, or an aspiration, there most likely is a funding source to which you could apply. The world of grantsmanship is both frustrating and tremendously rewarding.

Try it – you'll like it!

CHAPTER XII
GETTING ADDITIONAL HELP

This chapter includes additional resource suggestions – human, organizational, and material – which the teacher may wish to consult for help in a law-focused education program. The first section cites a number of invaluable resource catalogues on curriculum materials and program development available from the American Bar Association's Special Committee on Youth Education for Citizenship. Section II includes an address list of institutions and agencies, lobbying organizations, and educational projects involved in political and law-focused areas. Finally included are guidelines for conducting legal research (and locating additional case references) for those who wish to go beyond what is contained in the INDIVIDUAL RIGHTS and FAIR TRIAL V. FREE PRESS curriculum guides.

I. ABA PUBLICATIONS ON LAW-RELATED EDUCATION

The American Bar Association Special Committee on Youth Education for Citizenship (YEFC) publishes a number of books and booklets on law-related education for elementary and secondary schools. The bibliographies will serve as valuable aids to the teacher in locating supplementary books, films, and simulations for the IPLE classroom. Their other books are useful resource materials in themselves for teachers and administrators of programs. Order directly from YEFC, American Bar Association, 1155 East 60th Street, Chicago, Illinois 60637.

REFLECTIONS ON LAW-RELATED EDUCATION (1973, 16 pp.)

A collection of articles on the rationale and objectives of law-related education.
FREE (they reserve the right to limit quantities)

DIRECTORY OF LAW-RELATED EDUCATIONAL ACTIVITIES (1978, 128 pp.)

Information on more than 300 legal education projects throughout the country. FREE (they reserve the right to limit quantities)

CURRICULUM CATALOGUES:

BIBLIOGRAPHY OF LAW-RELATED CURRICULUM MATERIALS: ANNOTATED (1976, 116 pp.)

Descriptions of more than 1,000 books and pamphlets for classrooms, K-12, and teacher reference. $1.00

MEDIA: AN ANNOTATED CATALOGUE OF LAW-RELATED AUDIO-VISUAL MATERIALS (1975, 79 pp.)

Descriptions of more than 400 films, filmstrips, and tapes for classrooms, K-12, and teacher reference. $1.00

GAMING: AN ANNOTATED CATALOGUE OF LAW-RELATED GAMES AND SIMULATIONS (1975, 32 pp.)

Descriptions of more than 130 games and simulations for classrooms, K-12, and teacher reference. $1.00

All three catalogues may be purchased for $2.00.

PUBLICATIONS ON PROGRAM DEVELOPMENT:

LAW-RELATED EDUCATION IN AMERICA: GUIDELINES FOR THE FUTURE (1975, 240 pp.)

Guidelines for the administration, funding, and pedagogy of law-related education projects. $2.00

THE $$ GAME: A GUIDEBOOK ON THE FUNDING OF LAW-RELATED EDUCATIONAL PROGRAMS (1975, 68 pp.)

Articles on identifying funding sources, writing funding proposals, securing community support, and institutionalizing programs. $1.00

TEACHING TEACHERS ABOUT LAW: A GUIDE TO LAW-RELATED TEACHER EDUCATION PROGRAMS (1976, 216 pp.)

Articles on components of successful teacher education efforts, describing a wide variety of law-related teacher education programs. Contains in addition a special section on elementary teacher education. $2.00

All three publications on program development may be purchased for $4.00.

II. INSTITUTIONS, AGENCIES AND ORGANIZATIONS

The following organizations may be able to provide useful information, materials, and support for political/legal education programs.

AMERICAN ACADEMY OF MATRIMONIAL LAWYERS
900 Lake Shore Drive
Chicago, Illinois 60611

AMERICAN ASSOCIATION OF
UNIVERSITY PROFESSORS
One Dupont Circle
Washington, D.C. 20036

AMERICAN BAR ASSOCIATION
Special Committee on Youth Education for Citizenship
1155 East 60th Street
Chicago, Illinois 60637

AMERICAN BAR ASSOCIATION
Young Lawyers' Section
1155 East 60th Street
Chicago, Illinois 60637

AMERICAN CIVIL LIBERTIES UNION
22 East 40th Street
New York, New York 10016

AMERICAN INSTITUTE OF FAMILY RELATIONS
5287 Sunset Boulevard
Los Angeles, California 90027

AMERICAN PUBLIC RESEARCH COUNCIL
3123 Washington Boulevard
Arlington, Virginia 22201

AMERICANS FOR CONSTITUTIONAL ACTION
955 L'Enfant Plaza North, S.W.
Washington, D.C. 20024

ASSOCIATION OF AMERICAN LAW SCHOOLS
Committee on Civic Education
Cornell Law School
Ithaca, New York 14850

CENTER FOR CONSTITUTIONAL RIGHTS
588 Ninth Avenue
New York, New York 10036

THE CENTER FOR THE STUDY OF
DEMOCRATIC INSTITUTIONS
Box 4068
Santa Barbara, California 93103

CENTER FOR THE STUDY OF RESPONSIVE LAW
P.O. Box 19367
Washington, D.C. 20036

CENTER FOR WAR/PEACE STUDIES
213 W. 18th Street
New York, New York 10003

CHAMBER OF COMMERCE OF THE U.S.
1615 H Street, N.W.
Washington, D.C. 20006

THE CITIZENS CONFERENCE ON
STATE LEGISLATURES
4722 Broadway
Kansas City, Missouri 64112

COMMISSION ON CIVIL RIGHTS
1121 Vermont Avenue, N.W.
Washington, D.C. 20425

COMMON CAUSE
2100 M Street, N.W.
Washington, D.C. 20037

CONSTITUTIONAL RIGHTS FOUNDATION
6310 San Vincente Boulevard
Los Angeles, California 90048

DEMOCRATIC NATIONAL COMMITTEE
1625 Massachusetts Avenue, N.W.
Washington, D.C. 20036

EDUCATION LAW CENTER, INC.
605 Broad Street, Suite 800
Newark, New Jersey 07102

FRONTLASH
112 East 19th Street
New York, New York 10003

INSTITUTE FOR WORLD ORDER-
SCHOOL PROGRAM
11 West 42nd Street
New York, New York 10036

LAW IN AMERICAN SOCIETY FOUNDATION
33 North LaSalle Street, Suite 1700
Chicago, Illinois 60602

LAW IN A FREE SOCIETY
606 Wilshire Blvd., Suite 600
Santa Monica, California 90401

LAW-RELATED EDUCATION FOR THE
SCHOOLS OF MARYLAND
8950 Edmonston Road
Greenbelt, Maryland 20770

LINCOLN FILENE CENTER LAW
EDUCATION PROGRAM
Tufts University
Medford, Massachusetts 02155

MERSHON CENTER
The Ohio State University
199 West 10th Avenue
Columbus, Ohio 43201

NATIONAL COMMISSION ON RESOURCES
FOR YOUTH
36 West 44th Street
New York, New York 10036

NATIONAL CONFERENCE OF STATE
LEGISLATIVE LEADERS
411 E. Mason Street
Milwaukee, Wisconsin 53202

NATIONAL CONGRESS OF PARENTS AND TEACHERS
Public Relations Department
700 N. Rush Street
Chicago, Illinois 60611

NATIONAL COUNCIL ON CRIME AND DELINQUENCY
Continental Plaza
Hackensack, New Jersey 07601

NATIONAL COUNCIL FOR THE SOCIAL STUDIES
1201 16th Street, N.W.
Washington, D.C. 20036

NATIONAL LEGISLATIVE CONFERENCE
Iron Works Pike
Lexington, Kentucky 40505

NATIONAL ORGANIZATION OF WOMEN (NOW)
5 South Wabash, Suite 1615
Chicago, Illinois 60603

NATIONAL SOCIETY OF STATE LEGISLATORS
1545 East 60th Street
Chicago, Illinois 60637

NATIONAL STREET LAW INSTITUTE
412 Fifth Street, N.W.
Washington, D.C. 20001

NATIONAL STUDENT ASSOCIATION
2115 S Street, N.W.
Washington, D.C. 20008

PEOPLE'S LOBBY
3456 W. Olympic Boulevard
Los Angeles, California 90010

REPUBLICAN NATIONAL COMMITTEE
Dwight D. Eisenhower Republican Center
310 First Street, S.E.
Washington, D.C. 20003

STUDENT PRESS LAW CENTER
Room 1112
1750 Pennsylvania Ave., N.W.
Washington, D.C. 20006

U.S. DEPARTMENT OF HEALTH, EDUCATION
& WELFARE
330 Independent Ave., S.W.
Washington, D.C. 20201

III. HOW TO FIND LEGAL CASES

The teacher or student may wish to do legal research to supplement the material contained in the curriculum manuals. It is often helpful to locate additional cases on a topic or to find the full text of a particular court opinion. The following explanations are designed to assist you in your desired legal research:

1. *The Meaning of a Citation*
   Any case which has been adjudicated in a court of law is given a title, reference letters, and numbers, which constitute a citation. It begins with the name of the case (for example, *Brown v. New Jersey*), which should always be underlined or in italics. The first part of the name (in this case "Brown") indicates the plaintiff or appellant – the person who is complaining. This is followed by "v" which stands for versus or against, and then the defendant or appellee – the person accused or against whom the complaint is lodged.

   The numbers and abbreviations indicate the reference books and pages on which the cases can be found. The first number is the volume number, followed by the abbreviation for the reference book, and then the page number.

2. *Examples of Citations*
   The following examples can be used as a guide:

   A. *Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969).* The letters "U.S." indicate that this case was decided by the United States Supreme Court, the highest court in the country, and can be found in the United States Reports. From the numbers, it becomes clear that the case is located in Volume 393 of the U.S. Reports, beginning on page 503, and that it was decided in 1969.

   B. *Richards v. Thurston, 424 F. 2nd 1281 (1st Cir. 1970).* This case is found in volume 424 of the Federal Reporter, Second Series, on page 1281. Cases found in the Federal Reporter ("Fed.") or Federal Reporter, 2nd Series ("F., 2d") were decided by the United States Courts of Appeals, of which there are eleven – one level below the Supreme Court. In this one, the notation within the parenthesis indicates the case was decided by the Court of Appeals for the First Circuit in 1970.

   C. *Hammond v. South Carolina State College, 272 F. Supp. 947 (D.S.C. 1967).* The Federal Supplement ("F. Supp.") reports, for the most part, cases from the United States District Courts, of which there are one or more in each state. This case, found in volume 272 of the Federal Supplement on page 947, was decided by the U.S. District Court for the District of South Carolina in 1967.

   D. *State Board of Education v. Board of Education, Netcong, 57 N.J. 172 (1970).* Only decisions of the New Jersey State Supreme Court, the state's highest court, are reported in the New Jersey Reports. This particular case can be found in volume 57 of the Reports on page 172 and was decided by the State Supreme Court in 1970.

3. *Major Sources Regularly Available*
   In seeking information about a legal topic in which you do not know the citations, two legal encyclopedias can be helpful: *American Jurisprudence* (Am. Jur.) and *Corpus Juris Secundum* (C.J.S.). The second series of *American Jurisprudence* (Am. Jur. 2nd) is the most current. These encyclopedias, organized alphabetically by subject, provide the reader with general information on particular legal issues and are keyed to the major reference books in which the cases can be found.

   A more detailed discussion of a legal topic can be found in a series called *American Law Reports* (ALR). This work contains selected cases which are followed by an analytical essay. It is, for this reason, an excellent resource for teachers of high school legal education. The ALR and its second and third editions must be used in conjunction with the *ALR Digest* or the *ALR Quick Index*. This series makes it possible to research a legal issue by subject and gives references to pertinent cases.

4. *Other Sources*
   Numerous other reference books can be found not only in law libraries at law schools and in Federal Court Buildings and the State House, but also often in libraries of large universities that have no law school and at county or municipal court houses.

APPENDIX - I

GETTING STARTED: A SUGGESTED TIMETABLE FOR A FIRST-YEAR IPLE TEACHER*

Winter/Spring – Presentation of course to school administration and school board for approval. Note : A package should be developed for presentation to the administration and school board which stresses the proven effectiveness of the Institute and in particular its unique aspects. Professionally produced materials are available from IPLE to assist the new IPLE teacher in the preparation of this package. (Write for copies.)

July – Compilation of Human Resource List.

August – Letters to key political figures in your community:
1. Party Chairpersons of both parties
2. Candidates involved in fall elections

and to students who have elected IPLE.

September – Scheduling of interning based on information received from candidates or campaign managers.

Voter Registration – contact County Clerk or appropriate official for information on voter registration. Contact police to notify them of time and place of canvass.

September – At faculty orientation meeting or at the first available opportunity, explain the Institute to the teachers who will be affected by it and seek their cooperation.

Contact media to provide notification of coming voter registration drive (see VOTER EDUCATION manual).

October – Election Simulation. Contact media to provide public relations on the activity. Continue scheduling of interning in coordination with political parties.

November – Continue scheduling of interning up to, and especially on, Election Day.

Contact governmental leaders for scheduling of government interning - - recommended procedure:
1. Letters to officials informing them of the program in late October–early November.
2. Shortly after Election Day, a personal contact should be made to establish a mutually agreeable time for a planning session to prepare for the government interning. The planning session should include those involved in the departments affected, the teacher/coordinator, student leader.

January – Contact local Bar Association, judges, and attorneys to plan for the integration of these specialists into the legal education component of the program.

February – Contact legislators to plan for the integration of their input into the preparation for Model Congress.

*Developed by an Institute teacher in New Jersey

APPENDIX - II

INSTITUTE FOR POLITICAL/LEGAL EDUCATION
SUGGESTED CURRICULUM AND CALENDAR (1976-77)

NEW JERSEY SCHEDULED WORKSHOPS*

September

Introduce course

Start Voter Education Unit: initiate activities:

- Issue Analysis Center
- Election Information Center
- Voter Registration Drive

October

*WS 6 ELECTION WORKSHOP-Rider College-teachers and students
Campaigning, polling, and the media in an election

Continue Voter Education Unit:

- Subtle Bias of the Media
- Campaigning
- Polling
- Political Assembly
- Simulated Election

November

*WS 16 "THE CONGRESSIONAL GAME"–A computer based legislative simulation - Rutgers - A teacher/student team

Conclude Voter Education Unit:

- Election Day (November 2nd)
- Election Analysis

Start Government Unit:

- Community research techniques
- Lobbying
- Legislative analysis
- Preparation for bill writing: content & structure

December

*WS 16 LAW FOCUSED WORKSHOP – Rutgers - teachers only

Continue Government Unit:

- Lobbyist/legislative speakers
- Parliamentary procedure
- Community research project: selection of topic
- Student interning: selection of positions and preparation

January

*WS 19 STATE GOVERNMENT WORKSHOP – Trenton State College - teachers & students

Continue Government Unit:

- Student interning begins
- Model Congress preparation
- County government
- Local government
- Negotiations skills

February

Prepare for School Board Election

Conclude Government Unit

Begin Law Unit:

Available materials
Individual Rights
Fair Trial/Free Press
Draft editions of Juvenile Justice, Family Law, and Equality

Integrate activities
speakers
field trips
simulation games
mock trials

Continue Model Congress preparation

March

*WS 23 LAW-FOCUSED WORKSHOP – (location to be announced) - teachers and all students

Continue Law Unit

Continue Model Congress preparation

April

*29, 30 & May 1 MODEL CONGRESS – Stockton State College

Continue Law Unit

Conclude Model Congress preparation

May

Continue law component

June

Completion of Law Component

*You may want to plan *now* for the workshops (WS) arranging for transportation, release time, and substitutes).

APPENDIX - III

OUTLINE FOR A YEAR-LONG UNIT*

COVERING
VOTER EDUCATION, INDIVIDUAL RIGHTS AND THE LEGAL PROCESS, and THE DECISION-MAKING PROCESS

It is essential that young people develop an understanding of the American political and legal systems. Needed are both an understanding of legal and governmental theories and a capability to participate in the actual processes. The students' interest is to be stimulated by practical experience in the fields of voter education and registration, in the legal process as it reflects individual and group rights, and in the individual's input into the decision-making process.

OBJECTIVES

The primary objective of the course in Political and Legal Education is to give students a practical understanding of the American legal, governmental and political systems. Following an introduction to theory, students are directed in activities which will give them first-hand knowledge of these systems. These activities are designed to encourage future participation in the political, governmental, and legal processes.

Secondary objectives include the development among students of the following:

1. an understanding of federal, state, and local government
2. an awareness of the problem of the "unregistered voter" and the ability and desire to affect the situation positively
3. a responsible attitude toward voting
4. the ability to distinguish between facts and opinions
5. the ability to analyze political issues
6. a knowledge of the processes of drafting, influencing, and interpreting laws
7. an awareness of the individual's role in the decision-making process
8. the ability to work within a group, accepting individual responsibilities in order to accomplish group objectives.

TIME-FRAME

The General Outline has been prepared for a year-long unit covering Voter Education, Individual Rights and the Legal Process, and the Decision-Making Process.

SOURCES

IPLE materials
Local Voter Education slide-tape
Lawyers: individual contacts as well as proposed hotline
Police Department
City Hall
Local Legislators
Campaign Headquarters
Congressional Offices
Attorney's Source Book
League of Women Voters
AAUW
Local organizations with lobbying experience
Other IPLE schools
Texts on American government
ABA materials
Our Living Constitution
Criminal Justice in the United States
What Liberty and Justice Mean
The Mayor
Why We Have Laws
United States Elections: How We Vote
Vote: simulation game

Voter Registration and Education

Week One
Week Two
Week Three
Week Four
Week Five
Week Six
Week Seven
Week Eight
Week Nine

Individual Rights and the Legal Process

Week Ten
Week Eleven
Week Twelve
Week Thirteen
Week Fourteen
Week Fifteen
Week Sixteen

Government: The Decision-Making Process

Week Seventeen
Week Eighteen
Week Nineteen
Week Twenty
Week Twenty-one
Week Twenty-two
Week Twenty-three
Week Twenty-four
Week Twenty-five
Week Twenty-six
Week Twenty-seven
Week Twenty-eight
Week Twenty-nine

*This outline was developed independently by an IPLE teacher in South Carolina. It has been included here to give an example of local curriculum development based on Institute materials and training.

Week Thirty
Week Thirty-one
Week Thirty-two
Week Thirty-three
Week Thirty-four
Week Thirty-five
Week Thirty-six

Week 1

adjust schedules
set up rolls

Week 2

introduce course
have students begin work on "contacts" list

Week 3

orient students to Voter Registration
- good point/bad point card exercise
- role-playing/"pairs" — groups' activity: create "personality" file

Week 4

organize work forces
- executive committee: 5 students
  - class elects two
  - facilitator chooses three after class selection
  - 5-member committee selects chairman
  - goals are set during first week
  - committee members decide on individual responsibilities and sign contracts assuming same
- sub-committees
  - executive committee assigns remaining class members to one of the following sub-committees:
    - publicity committee
    - eligibility committee
    - campaign information committee
    - contact committee
    - scheduling committee
    - mop-up committee
  - once assigned, each class member signs a contract assuming his delegated responsibility(ies) as explained to him both by executive committee and facilitator

committees begin work
- publicity committee starts as soon as contracts are signed
  - display posters
  - arrange for spot announcements
  - contact local radio stations (to create greater interest)
  - develop "gimmicks"
- eligibility committee
  - obtain permission to enter locator files
  - record names and homerooms; birthdays and ages

Week 5

continue work
- contact committee
  - using a prepared form including eligibility information, conduct one-to-one poll through homerooms
  - give some token when registration is complete
  - include teachers, administrators, staff
- mop-up committee
  - check registration forms for errors
  - follow-up on delivery of forms to proper authorities
- campaign information committee
  - begin work upon organization in order to create interest
  - provide basic information (may be extended following registration phase of program)

evaluate
- lead open discussion on approach and results
- manage self-evaluation
- conduct facilitator evaluation

Week 6

Mock Election
- re-evaluate sub-committee assignments, making necessary additions, deletions, and adjustments
- poll homerooms, record results
- register students in homerooms completing prepared registration form
- decide on method of campaigning

Week 7

Campaigning
- information centers: disseminate print information and material gathered by participants from candidates, their representatives, newspapers, etc.
- set up centers as determined (candidate or party)
- plan assembly for presentation of candidates and issues

Week 8

- instruct students in use of prepared paper ballots
- conduct simulated election
- tabulate results
- evaluate results and process (compare outcome with poll taken before campaigning)

Week 9

Survey: Canvassing
- "What is canvassing?"
- lead open discussion on "what is necessary for successful canvassing?"
- draw up list of "do's" and "don'ts"

Week 10

Project
- decide on topic (election-related)
- draw up questionnaire, e.g.:
  - whom are you supporting?
  - why?
  - are you registered?
  - do you plan to go to polls?
- go over questionnaire carefully role-playing situations and questions that might arise
- arrange for ID's and publicity for upcoming work

Week 11

Work
- conduct survey
- compile information
- evaluate information and process
- predict outcome of election, e.g., based on information obtained in survey—compare predicted outcome of adult population to student election outcome—compare simulated election results and true results (Election Day)
- evaluate fulfillment of individual contracts

Week 12

Awareness
- conduct introductory poll (*Individual Rights*, IPLE)
- "Why do we have laws?"
- have speakers (lawyers, policemen) go over questions resulting from activities such as "Beautifica," "Ray Brown," "East Africa Hypothetical"

Week 13

Background
- study sample case
  - develop appropriate vocabulary
  - *Tinker v. Des Moines*

Week 14

- attend court sessions
- try to secure answers to students' questions from participating lawyers, judge, recorder when trial is over

Week 15

- stage a Mock Trial
  - create case and roles
  - assign parts
  - write script

Week 16

- arrange for script writers and "players" to spend time with real-life counterparts for "advice"

Week 17

- complete props: set up visits from other classes
- stage and record trial
- replay for class critique
- readminister Individual Rights Poll and compare with first results

Week 18

- evaluate outcome and process

Week 19

Government: The Decision-Making Process

Introduction: overview of government system: theory and background
- develop an appropriate vocabulary
- evaluate students' factual knowledge and theoretical understanding

Week 20

- data collection
  - use "value orientation" activity among students
  - evaluate
  - introduce idea of community research

Week 21

- study "methods" of gathering data

Week 22

- establish an organizational committee of students (decide on issue, sample, handle publicity)
- decide on issue for research and method(s)
- develop questionnaire
- role-play survey methods (door-to-door/phone)

Week 23

- begin data collection (two methods mentioned above)
- collect and tabulate data daily
- publish outcome (evaluation)

Week 24

Influence
- conduct subtle bias of the media activity
- arrange speakers from local media organizations
- have students group and select an issue or person to follow in media

Week 25

Pressure groups — Lobbying
- conduct introductory exercise (IPLE)
- have speakers in classroom (professional lobbyist, LWV member, ACLU member, etc.)

Week 26
Week 27

- introduce various lobbying techniques
- study sample on 18-year-old vote
- learn local lobbying regulations

*dependent upon schedule, opportunity, and student interest, class may organize a lobbying movement on a selected issue

Week 28

Lobbying Game: Simulation

Week 29

Review and Evaluate (how *does* lobbying affect decision-making process? How can individual affect process?)

Week 30

- study Local Government
- how is our city government set up?
- what are other methods?
- students are assigned positions in city government each researches his "office"

*time is left on this outline to provide for such "off-shoots"

Week 31

spend time with corresponding "real-life" official
report to class the facts gathered about individual job (at least two students to each job) and city government
discuss questions of effectiveness of your government process

Week 32

evaluate local government; do comparison between local form of government and other forms

Week 33–36

allow time for a general review of Voter Education, Individual Rights and Legal Process, The Decision-Making Process
evaluate (final) contracts
conduct student evaluation of program; gather suggestions for next year

APPENDIX IV

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION

PRODUCER-CONSUMER AGREEMENT

Please check: _____ new adoption _____ continuing adoption

Representing the Producer, the Institute for Political and Legal Education (IPLE), in conjunction with and under the authorization of the New Jersey State Department of Education, agrees to:

1. Conduct a five-day training workshop for staff of the consumer district in the methods and techniques necessary to replicate the program. The training and consultant services are provided free of charge to LEA's through ESEA, Title IV-C funding. (In states other than N.J., it is the responsibility of the host state to bear the cost of transportation, housing, and per diem for IPLE staff.)
2. Provide the following materials at cost to the Consumer District:
   a. Set(s) of curriculum guides and student leader manuals listed in each kit:
      (1) Voter Education
      (2) Government: The Decision-Making Process
      (3) Individual Rights/Fair Trial v. Free Press
   b. Teacher training kit
   c. Supplemental teaching strategies and materials up-dating present materials.
3. Provide optional materials at cost:
   a. Newly developed political/legal education curriculum materials.
   b. Multiple copies of materials.
   c. Filmstrip/cassettes produced by IPLE when applicable.
4. Conduct on-site visitations to district for the purpose of observation and consultation. (In states other than N.J., it is the responsibility of the host state to bear the cost of transportation, housing, and per diem for IPLE staff.)
5. Provide, for New Jersey consumer districts, a series of educational and instructional workshops at no cost, with the following exceptions:
   a. Model Congress
   b. Individual Rights for teachers

   (In states other than New Jersey, consumer districts within each state may wish to organize similar workshops.)

Representing the Consumer, the local school district agrees to:

1. Develop and submit implementation plan.
2. Purchase curriculum materials in #2 above.
3. Provide adequate release time for school staff and students (when appropriate) to attend workshops.
4. Provide adequate release time for students in program for field-study work (at least twice/month) in order to complete class related tasks.
5. Permit resource persons to provide supplemental instruction in the classroom.
6. Provide stipend for teacher-coordinators (optional).
7. Provide pre/post data (as requested) and complete evaluation questionnaires.

PRODUCER PROJECT

_____

Director of IPLE

_____

Date

CONSUMER SCHOOL DISTRICT

_____

Superintendent of Schools

_____

Principal

_____

Teacher-Coordinator of IPLE

_____

Date

Complete in duplicate, sign and send to IPLE, R.D. 4, Box 209, Sewell, N.J. 08080. One copy will be returned to you and the second copy will be retained in the IPLE office.

APPENDIX - V

RESPONSIBILITIES OF IPLE LIAISON

In order to assist the two year "phase in" for the IPLE program and to prepare for a successful "turn key" process, the responsibilities of the state liaison between adopting districts and IPLE should be:

1. To provide the communication link between teachers and IPLE during the two year program "phase in" period.
2. To localize testing instruments, the state and local government booklet, and the information retrieval sections of *Voter Education* and *Government: The Decision-Making Process.*
3. To furnish material reproduction capabilities of supplemental material for distribution to schools.
4. To develop and distribute a list of resource people as established by IPLE recommendations.
5. To organize three state-wide workshops in the following areas:
   a. campaigning techniques and canvassing
   b. state government
   c. individual rights
   d. Model Congress (optional activity)
6. To coordinate three follow-up consultations between teachers and student leaders and IPLE staff. (Sessions will include teaching techniques, new content material, and a dialogue of accomplishments and needs.)
7. To assist in the evaluation of the IPLE program by: making on-site observations; providing IPLE with tape recordings of selected classes; distributing the IPLE evaluation instrument; helping in the administration of IPLE testing.
8. To assist in identifying master teachers in the program who can eventually assume the responsibility of training other teachers in the state. The liaison will aid in the development of the training capabilities for these individuals.
9. To assist in facilitating local problems that may surface during the year.

Participation in the 5-day teacher training session is an important prerequisite to assume effectively the duties of liaison in order to provide the proper insight and understanding of the IPLE program.

APPENDIX - VI

QUARTERLY QUESTIONNAIRE: IPLE CLASS

Please complete and mail to IPLE office by closing date of each evaluation period:

Institute for Political/Legal Education
RD 4, Box 209
Sewell, New Jersey 08080

Check appropriate reporting period: Nov. 15 ____ Jan. 30 ____
Mar. 30 ____ June 15 ____

I. GENERAL INFORMATION

A. Teacher _____
B. School _____
C. State/County _____
D. Number of students in IPLE Class _____
Grade level(s) of students in class (number in each) _____ 9th
_____ 10th
_____ 11th
_____ 12th

E. Check IPLE curriculum component(s) covered in this reporting period & rate effectiveness on a scale of 1 to 5 (1 as most effective to 5 as least effective)

	Voter Eduation	Rating
____	Voter Registration	____
____	Canvassing	____
____	Campaigning	____
____	Simulated Election	____
____	Issue Analysis Center	____
____	Election Information Center	____
____	Campaign Registration Center	____
	Government: The Decision-Making Process	
____	Local government study	____
____	County government study	____
____	State government study	____
____	Lobbying	____
____	Social research project	____
____	Community project	____
____	Simulations	____
____	Model Congress	____
	Individual Rights/Fair Trial v. Free Press	
____	Foundations of law	____
____	Fair Trial v. Free Press	____
____	Free speech	____
____	Case studies	____
____	Moot courts	____
____	Simulations	____

II. WORKSHOPS (if applicable) (This includes follow-up sessions with IPLE staff)

A. List workshops offered:

1. Attended:

a. Yes ____ No ____
(If not, why?)

b. Alone ____ With students ____
Number of students ____

2. Your evaluation and/or students' evaluation of workshop if applicable

	Poor	*Fair*	*Adequate*	*Good*	*Excellent*
Consultant knowledge					
Information presented					
Methods of presentation					
Handouts					
Overall evaluation					

3. Were you able to integrate this experience and material into the classroom? Yes _____ No _____
If so, how (please be specific)?

III. TEACHING STRATEGIES

A. Role playing and simulations

1. List specific simulations used and rate effectiveness of each from 1 to 5
(1 as most effective to 5 as least effective)

2. To what extent did you use this method in your classroom?

_____ Regularly _____ Occasionally
_____ Seldom _____ Never

3. How effective as a teaching strategy?

_____ Poor _____ Fair _____ Adequate _____ Good _____ Excellent

B. Audio Visual

List films and filmstrips you used and found particularly helpful.

C. Peer Teaching

1. To what extent did you use students as para-professional teachers in the classroom?

_____ Regularly _____ Occasionally _____ Seldom _____ Never

2. In what situations did you find peer teaching to be most effective (be specific)?

D. Case Studies

1. To what extent did you use the case study method in your class (i.e., facts—issues—decision—opinion)?

_____ Regularly _____ Occasionally _____ Seldom _____ Never

2. List some specific examples of case studies which were most effective:

E. Value Surveys

1. To what extent did you use value surveys to introduce particular political/legal topics in class and motivate discussion?

_____ Regularly _____ Occasionally _____ Seldom _____ Never

2. Specific examples of value surveys which were found effective:

IV. COMMUNITY AS THE CLASSROOM

A. Community Projects

1. List specific projects, describe briefly, and give number of students participating and results.

2. Rate effectiveness of each project on scale of 1 to 5 (1 as most effective to 5 as least effective)

B. Community Service (e.g., working with League of Women Voters, Chamber of Commerce, etc.)

1. List specific projects, describe briefly, and give number of students participating and results.

2. Rate effectiveness of each project on scale of 1 to 5 (1 as most effective to 5 as least effective)

C. Political Activities

Were any of your students involved in political activities?

_____ Yes _____ No

1. Voter registration drive

	Yes	*No*
in school	_____	_____
out of school	_____	_____
total number registered _____		

2. Campaigns
   number of students _____
   types of activities

3. Others (add as necessary)

D. Interning

Were any of your students involved in interning opportunities?

_____ Yes _____ No

If so,

1. How many? _____
2. Where (be specific)?

3. How often? _____
4. How useful as a learning experience?

   _____ Very _____ Somewhat _____ Little

5. What effect on the community? Comments:

E. Field Trips

1. Did you arrange field trips? _____ Yes _____ No
If so, list locations.

2. Rate effectiveness of each on scale of 1 to 5

3. Further Comments

F. Resources (professionals) brought in the classroom:

Did you invite resource personnel into the class to discuss legal questions? _____ Yes _____ No
If so,

1. Who (specify)?

2. How effective?

_____ Excellent _____ Good _____ Adequate _____ Fair _____ Poor

3. How was initial contact made?

V. CURRICULUM GUIDES

A. Usefulness as teacher guides (for information, activities, etc.)

	Poor	*Fair*	*Adequate*	*Good*	*Excellent*
Voter Education					
State Government					
Individual Rights					
Fair Trial v. Free Press					

B. Usefulness as resource material for students:

	Poor	*Fair*	*Adequate*	*Good*	*Excellent*
Voter Education					
State Government					
Individual Rights					
Fair Trial v. Free Press					

C. What specific topics, cases and/or chapters did you use in your class? To answer this question, use table of contents (attached) of the four curriculum guides and circle each topic covered by your students.

VI. EVALUATION

A. IPLE testing:

1. How was the pre- and/or post-testing handled?

2. Were there any problems with implementation?

3. Suggestions and/or comments:

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B. Your own evaluation of students:

1. How did you evaluate students in your class (check as many as apply)?

_____ Tests
_____ Outside written papers
_____ Degree of involvement in activities outside class
_____ Other (specify)

2. If you have examples of tests, student contracts, etc., used in your evaluation which you would be willing to share with IPLE, please include.

3. Site evaluation of program (check applicable method(s)

1. Observed by IPLE staff: Date _____

2. Visited by IPLE liaison: Name _____
Date _____

3. Sent video tape or recording of class to IPLE office Date _____

VII. SUGGESTIONS FOR NEXT COMPONENT AND/OR NEXT YEAR

Please write your *candid* comments on your needs to implement the IPLE program. Be specific in your suggestions.

A. Teacher Training

B. Consultations with Institute Staff

C. Liaison with your state's IPLE liaison and/or other schools in the program

D. Curriculum materials

E. Workshops

F. Other

THANK YOU FOR YOUR COOPERATION!

APPENDIX VII

VOTER EDUCATION

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APPENDIX-VIII

THE JUDICIAL SYSTEM*

ORIGINS OF THE JUDICIAL SYSTEM

Article III of the Constitution — "The Judicial Power of the United States shall be vested in one Supreme Court and in such inferior courts as the Congress may from time to time ordain and establish."

Characteristic of the Constitution, this article is vague in order to allow for flexibility and a system which can be responsive to society's changing demands. It mandates only the establishment of a Supreme Court which shall have original jurisdiction (the power to hear the case for the first time, without any ruling from a lower court) "in all cases affecting ambassadors, other public ministers and consuls". The Court's appellate jurisdiction (its power to hear cases on appeal, those already ruled upon by a lower court) is granted by Article III "with such exceptions and under such regulations as the Congress shall make."

The Judiciary Act of 1789 — This act is the second legislative source of the judicial system as it presently exists. It established the rest of the three-level federal court system: the circuit courts of appeals and the federal district courts.

State Court Systems — Each state determines for itself its own court system.

FEDERAL COURTS

The Supreme Court — The Supreme Court is the only court established by the Constitution. It has eight Justices and one Chief Justice who are each appointed for life by the President with the advice and consent of the Senate. Justices can be removed from the bench only by retirement, death, or impeachment. As of 1972, Justices received $60,000 *per annum* compensation, with the Chief Justice drawing $62,500.

The Justices, seated at a long table in order of their seniority with the Chief Justice at the center, hear cases in the marbled and velveted halls of the Supreme Court building in Washington. A session lasts form October to June, and the Justices work year round reading and researching to prepare themselves for the following term. The Court hears cases over which it has original jurisdiction (see above); and which reach the Court on a *writ of certiorari*. *Certiorari* means "to be made certain with regard to". The writ is one which asks the Court to decide, once and for all, the resolution of the lawsuit at hand. Because of the magnitude of the Court's workload, the Judiciary Act of 1925 empowered the Court to decide which cases warrant its consideration. Thus the Supreme Court now is, in fact, able to reject any case but one over which it has original jurisdiction.

Three types of opinion issue from the Supreme Court. The *majority* opinion is the one which states the decision and gives the Court's legal reasoning. A Justice who agrees with the result reached by the majority, but who follows a different line of reasoning, will write a *concurring* opinion, and one who disagrees with the majority will compose a *dissenting* opinion. A fourth possibility is that a Justice who, on account of a conflict of interest or for other reasons, feels unable to participate in the disposition of a case, will disqualify himself and abstain from offering an opinion at all.

Five of the nine Justices consitute a majority. The Chief Justice assigns the writing of the opinions. Normally, the senior Justice holding the majority opinion or the Justice who feels most strongly in favor of it is asked to write the opinion by the Chief Justice. The Chief Justice assigns the writing of the dissenting opinion on the same basis.

Rules of Statutory Interpretation

The Supreme Court receives about 5,000 requests to hear cases each year. They choose about 750 on which they will hear arguments and hand down decisions. The Rules of Statutory Interpretation aid them in judging which cases merit their attention.

1. The Court will not render an advisory opinion: it will not judge the merits of an action which has yet to be accomplished. A Congressional committee could not, for example, approach the Court and request a ruling on the constitutionality of a law which had not yet been passed.
2. The Court will not formulate a rule broader than the facts of the case under consideration require. If it is to rule on the constitutionality of shoulder-length hair in school, it will not be beyond that and touch on the right to dress in blue jeans for school.
3. The Court must, by its decision, be ruling on or correcting a situation presently existing. If the circumstances which prompted the litigation in the first place have already been corrected, then the case is moot and the Court will not consider it. If, for example, a student claims he was the victim of an unconstitutional suspension from school, but has already graduated by the time his case comes before the Supreme Court, the case will be dismissed as moot.
4. Normally, the Supreme Court will not hear a case which is the subject of political controversy, in the "political thicket", as the Court says, at the time of appeal. The Court assiduously avoided ruling on the matter of the admissibility of the Watergate tapes as evidence at trial; they consented to do so only when it became clear that public outcry demanded a decision.
5. The Supreme Court is one of "last resort": it will hear cases only after the litigants have exhausted all remedies at the local and lower appellate levels.
6. One of the parties must argue that some damage or

*From IPLE manual *Individual Rights*.

injury has been done *him*. The Court does not deal in pure theory: the issues to be settled must have some basis in fact. If, for instance, Congress were to legislate that no blue-eyed blond could become a federal legislator, a blue-eyed blond who wished to run for Congress would have to challenge the constitutionality of that law in the court because he/she is enduring an injustice. A dark-eyed person with brown hair, who *is* eligible for election to Congress, is not injured by the law and therfore cannot challenge it.

Judicial Review

Congress, by virtue of Article III of the Constitution, has power over the appellate jurisdication of the Supreme Court. The Court, however, has a complementary balance to exercise over Congress, the power of judicial review. This principle was enunciated for the first time in the famous case of *Marbury v. Madision.* William Marbury had been appointed a Justice of the Peace for the District of Columbia under President Adams by the Sectary of State, but his signed commission had not yet been delivered. Marbury petitioned the Supreme Court to order the New Secretary of State, James Madision, serving under President Jefferson, to deliver the commission. Congress had previously passed a law granting the Court the power to issue *writs of mandamus,* (orders directing a person to perform a duty falling within the scope of his official responsibilities). Chief Justice John Marshall ruled that it would be unconstitutional for the Court to issue this type of writ because such writs were not part of the Court's original jurisdiction as specified by the Constitution. If Congress wished to add writs of mandamus to the original jurisdiction of the Court, therefore, let it do so by Constitutional amendment. This was the first time the Court declared a law of Congress null and void for being unconstitutional, and it established the principle of judicial review.

The Meaning of a Supreme Court Decision

The Supreme Court is the court of last resort in the United States, and its interpretations of the Constitution and of federal law are final in the absence of new Congressional legislation or constitutional amendments.

Lower Federal Courts

1. Courts of Appeals
   There are eleven Circuit Courts of Appeal. A circuit is the geographical area in which the court of appeal has jurisdiction. There are ten such geographical regions in the United States; the District of Columbia is the eleventh circuit. These courts hear appeals from inferior courts and review decisions of federal regulatory agencies.
2. Federal District Courts
   There are eighty-eight Federal District Courts. These are trial courts, the first level in the three-level federal court system — district court, court of appeals, Supreme Court — and have original jurisdiction over disputes between citizens of different states and cases involving questions of federal law.
3. Specialty Courts
   The U.S. Court of Claims, the U.S. Court of Custom and Patent Appeals, and the U.S. Court of Military Appeals are, as their names indicate, courts which have jurisdiction only over very specialized areas of dispute.

APPENDIX-IX

SELECTED SECTIONS OF THE UNITED STATES CONSTITUTION

ARTICLE I

SECTION 9. . . .The privilege of the Writ of Habeas Corpus shall not be suspended, unless when in Cases of Rebellion or Invasion the public Safety may require it. . . .

No Bill of Attainder or ex post facto Law shall be passed.

ARTICLE III

SECTION 1. The judicial Power of the United States, shall be vested in one Supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish. The Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behavior, and shall, at stated Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office. . . .

SECTION 2. The judicial Power shall extend to all Cases, in Law and Equity, arising under this Constitution, the Laws of the United States, and Treaties made, or which shall be made, under their Authority; — to all Cases affecting Ambassadors, other public Ministers and Consuls; — to all Cases of admiralty and maritime Jurisdiction; — to Controversies to which the United States shall be a Party; — to Controversies between two or more States; between a State claiming Lands under Grants of different States, and between a State, or the Citizens therof, and foreign States, Citizens or Subjects. . . .

The Trial of all Crimes, except in Cases of Impeachment, shall be by Jury; and such Trial shall be held in the State where the said Crimes shall have been committed; but when not committed within any State, the Trial shall be at such Place or Places as the Congress may by Law have directed.

ARTICLE V

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress. . . .

AMENDMENTS

(The first 10 Amendments were ratified December 15, 1791, and form what is known as the "Bill of Rights".)

AMENDMENT 1

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

AMENDMENT 4

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

AMENDMENT 5

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

AMENDMENT 6

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defense.

AMENDMENT 8

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

AMENDMENT 9

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

AMENDMENT 10

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

AMENDMENT 13

(Ratified December 6, 1865)

SECTION 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

SECTION 2. Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 14

(Ratified July 9, 1868)

SECTION 1. All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.

SECTION 5. The Congress shall have power to enforce, by appropriate legislation, the provisions of this article.

AMENDMENT 19

(Ratified August 18, 1920)

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 26

(Ratified July 1, 1971)

SECTION 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

SECTION 2. The Congress shall have power to enforce this article by appropriate legislation.

AMENDMENT 27

(Proposed Equal Rights Amendment, passed by Congress, pending ratification by 38 states.)

Equality of rights under the law shall not be denied or abridged by the United States or by an State on account of sex.

The Congress shall have the power to enforce, by appropriate legislation, the provisions of this article.

APPENDIX – X

LEGAL GLOSSARY*

accomplice. One who knowingly, voluntarily, and with a common interest with others participates in the commission of a crime as a principal, accessory, or aider and abettor.

So far as his criminal liability is concerned, the question is whether he participated as a principal or as an accessory, aider or abettor; the term "accomplice" has no legal significance in deciding the question of his own guilt. Such term becomes significant if he is called as a witness and testifies upon the trial of another person and it is argued that, since he is an accomplice, his testimony is insufficient to support a conviction.

acquittal. A verdict of not guilty of a crime as charged; a setting free from the charge of an offense.

adjudication. Giving or pronouncing a judgment or decree; also the judgment given.

adversary system. The system of trial practice in the U.S. and some other countries in which each of the opposing, or adversary, parties has full opportunity to present and establish its opposing contentions before the court.

allegation. The assertion, declaration, or statement of a party to an action, made in a pleading, setting out what he expects to prove.

amicus curiae. A "friend of the court," one who volunteers information to a court on a case in which he has no right to appear as a party but in which he has been allowed to introduce arguments, often to protect his own interests.

apparent jeopardy. The status of the defendant in a criminal case on trial before a competent court and a jury impaneled and sworn.

appeal. The review by a higher court of a trial held in a lower court on the complaint that an error has been committed.

appellate court. A court having the power to hear appeals, review the decisions of lower courts, and reverse lower court decisions when they are in error.

appellant. The party appealing a decision or judgment to a higher court.

arraignment. The act of bringing an accused before a court to answer the charge made against him by indictment, information, or complaint. It consists of bringing the accused into court, reading the charge to him then and there, and then calling upon him to plead thereto as "guilty" or "not guilty."

arrest. The seizing, detaining, or taking into custody of a person by an officer of the law.

attorney at law. Persons who are by license constituted officers of courts of justice, and who are empowered to appear and prosecute and defend. Of course, the responsibility of an attorney is not confined to appearances in court for prosecutions and defenses. A person acting professionally in legal formalities, negotations, or proceedings, by the warranty or authority of his clients is an attorney at law within the usual meaning of the term. The distinction between attorneys or solicitors and counsel or barristers is practically abolished in nearly all the states.

attorney's privilege or immunity. The immunity or privilege of an attorney at law against being subjected to arrest or the service of process in a civil action while going to the place of trial of an action in which he appears in his professional capacity, during the trial, and while returning to his office or residence.

bail. The cash or bond security given for a defendant's future appearance in court, thereby releasing the defendant from custody until his hearing or trial.

beyond reasonable doubt. In a jury's consideration of a verdict, *not* beyond all possible or imaginary doubt, but a situation which satisfied the mind and conscience of a juror so that no other reasonable conclusion is possible.

booking. A police-station term for the entry of an arrest and the charge for which the arrest was made.

breach of the peace. An unlawful violation of the public peace and order by disorderly conduct.

bribery. The crime of offering, giving, or accepting anything of value to influence the behavior of a public official in the performance of his public duty.

brief. A written argument prepared by a lawyer to serve as the basis of his argument before a court.

burden of proof. The responsibility for producing enough evidence to prove the facts in a lawsuit.

burglary. The breaking and unlawful entering of a dwelling (or other structure) belonging to another with the intent to commit a felony therein; also includes attempted forcible entry.

capital crime. A criminal offense for which the maximum penalty is death.

certiorari. A writ, or order, from an appellate court to a lower court requesting for review a record of the proceedings of a trial.

change of venue. A change in the place where a trial will be held.

*Compiled in part from James A. Ballentine, *Ballentine's Law Dictionary*, (Rochester, New York: The Lawyers Co-Operative Publishing Company, 1969), *Black's Law Dictionary*, (St. Paul, Minnesota: West Publishing Company, 1968) and the "Glossary of Legal Terminology," in *Law and the Courts*, the American Bar Association (Chicago, Illinois: ABA Press, 1974).

circumstantial evidence. All evidence of indirect nature; the process of decision by which court or jury may reason from circumstances known or proved to establish by inference the principal fact.

civil law. One of two broad fields of law, involving legal disputes between private individuals.

common law. The body of legal principles based on precedents set by court decisions rather than on statutes passed by legislatures. Also called "case law."

concurring opinion. An opinion filed by an appeals judge or a justice of the Supreme Court, agreeing with the majority opinion in the case, but giving differing reasons for so concurring.

confession. A voluntary admission, declaration, or acknowledgment by one who has committed a felony or a misdemeanor that he committed the crime or offense or participated in its commission; a voluntary admission or declaration of one's agency or participation in a crime.

A confession is voluntary when made of the free will and accord of the accused without fear or threat of harm and without hope or promise of benefit, reward, or immunity.

conviction. A verdict of guilty in a criminal case.

criminal homicide. The unlawful taking by one human being of the life of another in such a manner that he dies within a year and a day from the time of the giving of the mortal wound. If committed with malice, express or implied by law, it is murder; if without malice, it is manslaughter.

criminal law. One of two broad fields of law, involving legal action taken by the state against a person accused of committing a crime or offense against society.

cross-examination. In a legal proceeding, the close questioning of one party's witness, by an attorney for the opposite side, to test the truth of the testimony he has given.

de facto. In fact; in deed; actually so, but not sanctioned by law.

defame. To attack the reputation or good name of another person through the use of libel or slander.

default. A "default" in an action of law occurs when a defendant omits to plead within the time allowed or fails to appear at the trial.

defendant. The accused in a criminal case or, in a civil suit, the party sued by the plaintiff.

defense counsel. Attorney representing the defendant in a criminal or civil case.

de jure. According to law; by right; by lawful title.

demonstration. In expressing dissent, a public display or group feelings toward a person or institution.

deposition. The testimony of a witness not taken in open court but in pursuance of authority given by statute or rule of court to take testimony elsewhere.

dismissal. An order for a termination of a case without a trial, freeing the defendant without a verdict.

dissent. Political nonconformity or disagreement; in this instance, referring to a mode of communication which expresses this dissent.

dissenting opinion. A court opinion delivered by one or more judges or justices, disagreeing with both the ruling and the reasoning of the majority opinion.

double jeopardy. Twice subjecting an accused person to the danger inherent in a trial for a criminal offense. (Citizens are protected under the Fifth Amendment against being tried twice for the same crime.)

due process of law. All the proper steps required for a fair hearing in a legal proceeding, guaranteed in the United States by the "Bill of Rights" and the Fourteenth Amendment to the Constitution.

equal protection of the laws. The constitutional requirement, guaranteed by the Fourteenth Amendment, that all persons in like circumstances are entitled to equal treatment by the law and, especially, in legal proceedings.

evidence. Any of the various types of information — including testimony, documents, and physical objects — that a court allows a lawyer to introduce in a legal proceeding in order to attempt to convince the court or jury of the truth of his client's contentions.

exoneration. Absolving of a charge or imputation of guilt; the lifting of a burden; a discharge, a release from liability; the application of the personal property of an intestate to the payment of his debts and the relief of his real property therefrom.

ex parte. In law, a term used to describe a legal proceeding undertaken for or on behalf of one side only.

extenuating circumstances. Circumstances which made a crime less aggravated, heinous, or reprehensible than it would otherwise be.

felony. A generic term for any of several high crimes such as murder, rape, robbery, for the purpose of distinguishing them from less serious crimes (called misdemeanors); offenses punishable by death or imprisonment in a state prison or penitentiary.

grand jury. A jury of inquiry called to hear the government make charges and present evidence in criminal cases to determine if a trial should be held. When the evidence warrants, the grand jury makes an indictment.

habeas corpus. A writ, or court order, requiring that a prisoner be brought before a judge to determine whether he is being held legally.

hung jury. A jury so divided in opinion that they cannot agree upon a verdict.

immunity. The protection given a witness against criminal prosecution in return for information.

impartial. Favoring neither side; unbiased, fair, treating all alike.

indictment. A formal, written accusation of a crime drawn up by a grand jury after hearing the facts of a case.

information. A formal charge of the crime made by a law officer, usually the prosecuting attorney. He presents enough evidence against the accused to show that a trial should take place.

injunction. A writ, or court order, forbidding the defendant to do a threatened harmful act or directing him to stop such an act already in progress.

inquest. A judicial inquiry, usually held before a jury, to determine an issue of fact. One type of inquest is a coroner's inquest, an inquiry into the causes and circumstances of any death that occurs violently, suddenly, or suspiciously.

in re. "In the matter of" or "concerning," a term used to entitle a legal case or proceeding in which two parties do not oppose each other, or in which one person begins an action on his own behalf.

instructions to the jury. The advice or direction that the judge gives the jury on the law applicable to the case under consideration.

interlocutory ruling. A judgment or decree pronounced during the progress of a legal action and having only temporary or provisional force.

judicial review. The power or authority of the U.S. Supreme Court to interpret the Constitution, by reviewing and ruling on the constitutionality of orders issued by the President and of legislation passed by Congress and the states.

jurisdiction. The right to exercise authority in a given matter, such as the right of a court to hear and give judgment on a kind of legal action.

justices. Judges, judical officials. The U.S. Supreme Court is composed of nine justices — the Chief Justice and eight Associate Justices.

justiciable. Proper for examination in and subject to the action of a court of justice.

larceny. The felonious stealing, theft, leading, or riding away of personal property from the possession of another.

libel. Any written or printed words or pictures that are base or derogatory in nature and result in or are intended to be injurious to the reputation of another person.

libelous per se. Written or printed words of such kind that when applied to a person they will necessarily cause injury to him in his personal, social, official, or business relations of life, so that legal injury may be presumed or implied from the bare fact of publication. Written or printed words so obviously hurtful to the person aggrieved by them that no explanation of their meaning and no proof of their injurious character is required in order to make them actionable.

mandamus. A writ issued by a court ordering an official to carry out a specified official duty.

martial law. Overriding rule by state or military forces imposed upon a civilian population in time of war or critical public emergency when normal civil authority has failed to function.

misdemeanor. An offense, less serious than a felony, for which the punishment may be a fine or imprisonment in a local rather than a state institution.

mistrial. An erroneous or invalid trial which cannot stand in law because of lack of jurisdiction, wrong drawing of jurors, or disregard of some other fundamental requirement of due process.

mitigating circumstance. One which does not constitute a justification or excuse for an offense, but which may be considered as reducing the degree of guilt.

moot. Unsettled; undecided. A moot point is one not settled by judicial decisions.

nonjusticiable. Not proper for examination in nor subject to the action of a court of justice.

obscenity. That which is offensive to accepted standards of decency.

original jurisdiction. In law the authority of a court to be the first to hear and decide certain kinds of cases.

overrule. To set aside; to reject. A judicial decision may be overruled by a later judgment on the same legal question — either by the same court or by a superior court. The later decision, not the earlier one, is then followed as a precedent.

panel. A list of jurors to serve in a particular court, or for the trial of a particular action.

parole. The release of a prisoner or detainee before his term has expired on condition of continued good behavior (post-incarceration).

peremptory challenge. The challenge which the prosecution or defense may use to reject a certain number of prospective jurors without giving any cause.

perjury. The willful giving of false testimony while under oath in a judicial proceeding.

petit jury (trial jury). A group of citizens, usually twelve in number, selected by law and sworn to investigate certain questions of fact and to return a truthful verdict based on the evidence presented.

plaintiff. The party who initiates an action, or lawsuit, against another, who then becomes the defendant.

plea. An accused person's answer to a charge or indictment in a criminal case; a defendant's answer to a plaintiff's charge in a civil case.

picket. To walk or stand in front of an organization in order to demonstrate or protest against it.

police powers. The general power, or authority, of state governments to protect the health, safety, morals, and welfare of their people. This power is based on the powers reserved to the states under the Tenth Amendment.

precedent. A judicial decision that may be used as a guide in deciding similar cases in the future.

prima facie. Legally valid and sufficient to establish a case unless disproved.

probable cause. Reasonable ground to believe that a crime has been or will be committed, justifying the government's action in searching or arresting a suspect.

probable cause for a prosecution. A reasonable ground for suspicion, supported by circumstances sufficiently strong in themselves to warran a cautious or as some courts put it, a prudent man, in believing that the party charged is guilty of the offense with which he is charged.

probable cause for arrest. A reasonable ground of suspicion, supported by circumstances sufficiently strong in themselves to warrant a cautious man, or as some courts put it, a prudent man, in believing the accused to be guilty. In substance, a reasonable ground for belief in guilt.

probable cause for issuance of a search warrant. A reasonable ground of suspicion, supported by circumstances sufficiently strong in themselves to warrant a prudent and cautious man in the belief that the person accused is guilty of the offense with which he is charged.

probation. A suspended sentence for a minor crime in which the person convicted can go free – provided his behavior remains good. Normally, he is placed under the supervision of a probation officer (pre-incarceration).

prosecuting attorney. The lawyer who conducts the government's case against a person accused of a crime. He is often called the district attorney or the state's attorney.

prosecution. In criminal law, a proceeding carried on by due course of law in a court for the purpose of determining the guilt or innocence of a person charged with a crime.

public defender. An attorney-at-law appointed to aid a person accused of crime or taken into custody as delinquent who cannot afford a lawyer, acting as counsel to the same degree as if he/she had been retained by the accused person in the case.

public disturbance. An act causing annoyance, agitation, interruption, or interference of a person or an assembled group.

quash. To put an end to, set aside, or make void, especially by judicial action (such as to quash a subpoena or an indictment).

reasonable doubt. An accused person is entitled to acquittal if, in the minds of the jury, his guilt has not been proved beyond a "reasonable doubt"; that state of the minds of jurors in which they cannot say they feel an abiding conviction as to the truth of the charge.

recidivism. The relapse into crime and return to prison of one who has been previously convicted and punished for a crime.

robbery. The felonious taking of money or goods of value from the person of another or in his presence, against his will, by force or by putting him in fear.

search and seizure. Means for the detecting and punishment of crime; the search for and taking custody of property unlawfully obtained or unlawfully held, such as stolen goods, property forfeited for violation of the law, and property, the use or possession of which is prohibited by law, and the discovery and taking into legal custody of books, papers, and other things constituting or containing evidence of crime.

search and seizure, unreasonable. In general, an examination without authority of law of a person or his premises with the intent to discovering stolen contraband or illicit property or some evidence of guilt to be used in prosecuting a crime.

search warrant. A form of criminal process which may be used only in furtherance of a public prosecution. An order in writing in the name of the people, the state, or the commonwealth, according to the local practice, signed by a magistrate, and directed to a peace officer, commanding him to search for personal property and bring it before a magistrate. An examination or inspection, by authority of law, of a person or his premises, with the intent to the discovery of stolen, contraband, or illicit property, or some evidence of guilt to be used in the prosecution of a criminal action for some crime or offense with which he is charged.

seditious speech. Language which expresses criticism of, or rebellion against, the government or other authority.

self-incrimination. Testimony or other evidence given by a person which tends to expose him to prosecution for a crime.

sentence. In criminal proceedings, the formal judgment in which a judge states the penalty or punishment for a defendant who has been convicted of a crime.

sequester. In reference to a jury, to isolate the jury with the purpose of preventing any external influence, such as that of press or television reports.

slander. Base and defamatory spoken words tending to harm another's reputation, business or means or livelihood. Both "libel" and "slander" are methods of defamation – the former being expressed by print, writings, pictures, or signs; the latter orally.

stare decisis. The doctrine under which courts decide cases on the basis of precedents – rules established in previous similar cases.

subpoena. A writ commanding a person designated in it to appear in court for testifying as a witness, or to produce in court certain designated documents or other evidence.

subversion. An extreme form of dissent. Literally, subversion means an overthrow from within. For our purposes, subversion is a more radical type of dissent that encourages the overthrow of the government.

symbolic expression. Ideas, viewpoints, etc., expressed in *conduct* as opposed to speech (e.g., burning of draft cards, wearing of armbands, and so on).

time, place, and manner. The use of varied types of protest (e.g., picketing, marching, sit-ins, burning effigies) has made it necessary to place restrictions on the location of such protests, demeanor of the participants, etc.

Thus the right to assembly (another form of expression) is subject to time, place, and manner regulations.

trial by jury. A trial in which the jurors are the judges of the facts and the court is the judge of the law.

verdict. The formal decision of a jury regarding the facts of a legal case submitted to it at a trial.

waiver. The voluntary surrender of one's legal rights.

warrant. An order issued by a judge or other authority, directing a law officer to carry out an action, such as an arrest or search.

writ. A written order from a court, commanding or prohibiting a specified act.

TEACHER'S MANUAL
FOR
THE LAW IN ACTION SERIES
(GRADES 5-9)

Sally Mahe Ackerly
Linda Riekes

Included are excerpts from the
LAW IN ACTION SERIES TEACHER'S MANUAL
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The *Law In Action Program* includes the following subtitles:

Lawmaking
Courts and Trials
Youth Attitudes and Police
Juvenile Problems and Law
Young Consumers

INDEX OF REFERENCES

Illustrations which appear throughout the *Law In Action Series* materials including "Lawmaking," "Youth Attitudes and Police," "Juvenile Problems and Law," "Young Consumers," and "Courts and Trials."

RATIONALE ..... pg. 4
WORDS TO KNOW ..... pg. 5
COMMUNITY INVOLVEMENT ..... pg. 5
GOALS ..... pg. 9
Directional Arrows ..... pg. 14

References in this manual to each of the subtitles are indexed below:

Lawmaking – pp. 4, 5, 7, 14, 15, 17, 18, 24, 30, 32, 38, 39, and 50.
Courts and Trials – pp. 6, 7, 16, 17, 21, 22, 35, 50, and 51.
Youth Attitudes and Police – pp. 6, 12, 13, 17, 19, 29, 35, 44, and 45.
Juvenile Problems and Law – pp. 6, 7, 11, 17, 23, 24, 35, and 39.
Young Consumers – pp. 6, 7, 8, 17, 20, 23, 26, 32, 34, 35, 371 and 43.

OVERVIEW

The *Law In Action Program* model is designed to provide participatory learning in the principles and practical realities of the legal system. It emphasizes decision-making skills and value formation as well as providing substantive legal knowledge. The primary concern of law-related education is the student; it aims to develop youth who are knowledgeable about the legal system and have a positive image of themselves not only as individuals but also as active participants in improving their community. Students need a practical working knowledge of the law to give them a feeling that they are able to function adequately in legal matters as they affect their daily lives. The law-related materials also encourage analysis of personal values and morals as they relate to law and legal systems. A student must learn that he/she has a potential voice within a law-based society and can have meaningful effect on a system that he/she really understands.

The *Law In Action Program* model is both a curriculum and a teaching method. As a curriculum, it includes a body of content which centers on principles and practical realities of the legal system. Specifically, this content includes: constitutional cases and Supreme Court issues; the functioning of legislative and judicial processes; an analysis of personal values and morals as they relate to law and legal systems; and "survival" information, i.e., a practical working knowledge of the law which enables students to see the part they play in a law-based society.

Law-related education is also a teaching technique. It is not just another subject. Its methodology is based on the values espoused by a democratic society. For example, it is difficult for a student to grasp what a democracy means if he/she is never involved in making a social decision or voicing an opinion. Students must have opportunities to choose to build self-confidence and a sense of personal involvement. Some methods which help further self-confidence and a feeling of personal involvement are: mock trials, mock elections, decision-making, role-playing, interviewing legal personnel from the community, field trips, case study analysis, and confronting value dilemmas.

While the *Law In Action Program* is not especially complicated, it does require a confident teacher who is well informed, has a broad perspective regarding the hows and whys of the legal system, and who can transmit this knowledge in methods that demand active participation by the students. This manual has been developed to help the teacher to become comfortable with teaching *Law In Action.*

The overall model utilizes a "recipe" approach where teachers and students add the ingredients they need to make a program which works for them. The product of this recipe should be legal knowledge, ability to deal responsibly with daily legal experiences, and decision-making capability based on critical analysis skills.

One ingredient in each book is a

An excerpt from the *Lawmaking* rationale follows:

> The law involves people. It is the people that make, enforce, and change laws and it is they who are subject to and protected by laws. People need to understand law and take part confidently in the lawmaking process themselves.

The books themselves contain:

GOALS

LESSON OBJECTIVES

WORDS TO KNOW

LESSON PLANS

A GLOSSARY

NEWSBULLETIN REVIEWS

And COMMUNITY INVOLVEMENT PROJECTS

as part of the ingredients to make an overall law-related program.

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The program model is based on five books, *Juvenile Problems and the Law, Lawmaking, Courts and Trials, Youth Attitudes and Police, and Young Consumers,* with a great many other materials including books, pamphlets, and media employed to create a flexible, workable package which is able to meet the needs of particular teachers and students in their individual classroom setting.

The lessons in each book of the *Law In Action Series* have been used in various ways. There is no one correct way to utilize the lesson ideas; rather, that choice is left up to the teachers, school, or school district. Likewise, there is not a specific book designated for each grade level (5-9). Any of the five books may be used at any of these grade levels. It should be pointed out that although the reading level is at the fifth grade level, the content of the lessons may require a group of students with particular experience or interest in a given topic. For example, in some schools fifth or sixth graders would have little experience or interest in the workings of a Juvenile Court, in other schools students at this age may be vitally interested in juvenile law.

Experience in the St. Louis Public Schools has demonstrated that:

Lawmaking works well in the fifth grade and up.
Young Consumers works well in the fifth grade and up.
Juvenile Problems and Law works better in the seventh grade and up.
Courts and Trials works well in the sixth grade and up.
Youth Attitudes and Police works well in the seventh grade and up.

However, it should be stated that these are rather arbitrary designations. A teacher or school district should determine for itself which topics would hold most interest for their particular clientele and pick the unit which meets their needs.

Probably the most successful use of the books has been:

1) Mini Unit Comprising a Full Year Course at One Grade Level.

Many Schools already offer a concentration of civics or government at a particular grade level. Often this seems to be at the eighth or ninth grade. In cases like this the *Law In Action Series* has been used as the core curriculum for one year's work. One unit can be planned to cover a six-to-twelve week period. That unit could be followed by another unit during a second six-to-twelve week period. For example, during the first eight weeks of school a class may become involved with the *Lawmaking* unit; during the second eight weeks the class may take up *Young Consumers,* and so on. Again, it is difficult to give an accurate time limit to these units because of the fluctuations in student and teacher interest in particular topics. Some of the variables include the length of time spent on community involvement projects, number of classes provided per week, self-contained classroom versus a departmentalized situation, and amount of time spent per class.

Two other organizational plans are:

2) Mini-courses at Particular Grade Levels.

In the pilot classes, one unit comprised a four to six week mini-course. Following this model a class would take a lesson everyday or every other day for approximately a forty-minute period. For example, a sixth grade class might use *Young Consumers* as a six to eight week segment of a social studies curriculum. A seventh grade class in the same school might take up *Juvenile Problems and Law* as their law-related component in their social studies program. One plan is to have a particular grade level work with a particular book. In this way, there is no chance for repetition within a school or school district and students are exposed to various practical legal topics at each grade level.

3) One Unit as a Supplementary Text.

The series has also been successfully used as lesson supplements to a core curriculum. *Lawmaking* has been used successfully to enrich junior high school "Constitution courses." *Courts and Trials* has been used to supplement history class and mock trial format has been used in Language Arts classes.

For a class studying economics the activity-oriented lessons from *Young Consumers* furnish students with additional lesson ideas and projects.

The *Law In Action Program* was created in 1970 by two teachers, Linda Riekes and Sally Mahe Ackerly, who found their seventh and eighth grade students wanted to know more about the practical working of the law in their city than the traditional civics book provided. The traditional curriculum failed to meet the students' needs largely because it did not provide any activity-oriented lessons nor did it answer the students' practical concerns. Working with attorneys, law students, police officers, juvenile court workers, and a variety of law-related personnel, Ms. Ackerly and Ms. Riekes piloted the curriculum with more than 8,000 fifth through ninth grade students in the metropolitan St. Louis area over a four-year period.

The authors closely monitored the curriculum units and revised them according to teacher and student feedback. Ms. Riekes presently serves as coordinator of the St. Louis Public Schools' Law and Education Project. Ms. Ackerly currently works as coordinator with a law-related program in Kansas City.

In addition to its wide use in the metropolitan St. Louis area, the program model is being used in school systems throughout the country. Ms. Ackerly and Ms. Riekes have provided workshops and inservice training for many of these programs.

For further information on the *Law In Action Program* please write:

Law In Action
393 N. Euclid Ave., Room 25
St. Louis, Missouri 63108

OVERALL

1. Students will gain a practical and functional understanding of law and the legal system.

2. Students will understand law in its relationship to their own lives.

3. Students will become actively involved in their own learning.

4. Students will develop critical thinking and decision-making skills and be able to put them to use in their daily lives.

5. Students will begin to see themselves as having the potential to influence their community.

TEACHING METHODS

Each book in the *Law In Action Series* contains collections of lesson plans which encourage the active participation of the student. Although there are many different strategies described in each text, the basic purpose of each lesson is to promote the active involvement of the learner. The theory underlying these lessons is that students who are actively involved with subject matter will learn factual legal information and also acquire skills necessary for good citizenship. An eighth grade student explained why he wanted to be involved, he said, "Reading is just for the eyes, when you can get into it, and become part of it, you can understand better."

In learning about law and good citizenship it is important that the spirit of getting actively involved will carry over from the classroom into the community.

Building Citizenship Skills

Teaching about law includes giving students opportunities to develop citizenship skills. Some of these skills include: listening, talking in a group, having an opinion and voicing it, reasoning from another person's point of view, seeing alternative solutions to a problem, finding ways to get help, and, perhaps most importantly, seeing a need and reaching out in a responsible way to fulfill that need.

Above all, lessons about law should instill a desire in students to want to be involved in making, changing, and thinking about the rules and laws they live with everyday. Students should gain a greater self-awareness so they begin to see themselves as having a potential to influence their community for the better.

Some of the teaching methods used to develop these skills include: role playing, dilemma discussions, silent filmstrips, cartoon stories, mock trials, skits, debates, opinion questionnaires, open-ended discussions, and various ways to effectively use a legal resource person in the classroom.

Role Playing

Various types of role playing situations are used in the *Law In Action Series*. A lesson from *Juvenile Problems and Law*, entitled:

PUTTING YOURSELF IN THE OTHER PERSON'S SHOES

places students in the role of counselors at a youth service agency. As counselors the students confront various problems. For example, Tony, a 14 year old boy, feels like running away because he can't get along with his mother. It's the students' job to try to understand the problem from Tony's point of view and from his mother's perspective. Then the students suggest ways they might help Tony and his mother handle their problem. In almost every class, the students became concerned about the problem, pointed out various ways Tony and his mother might be feeling, and were eager to help them find a way to solve their problem. Through this concern they are able to develop their own skills in *problem solving* as well.

It is important to encourage the students to develop an understanding of what they think the problems between Tony and his mother are, and what the alternative solutions could be. The students who play the counselors then switch roles and play the part of Tony and his mother. A question for each student could be, which part was the hardest for you to play and why?

Another type of role playing lesson asks students to reflect on their own attitudes towards authority. This lesson is an introduction to learning about the police. The objective for Lesson 3 in *Youth Attitudes and Police* is: "Students should discuss appropriate bahavior when facing a conflict with someone in authority."

Below is one scene from this lesson.

ROLE–PLAY the following scenes showing people dealing with someone in authority:

1. Mother:

"I am responsible for keeping the house clean. I believe it is the children's responsibility to do their part by keeping their own bedroom clean."

Linda:

"I'm 13. I don't think my mother should order me to clean my room. It's my room, no one else has to go into it, so why should she make me clean it?"

(Mother enters Linda's room)

In this role play, only two students act out the scene. After the scene, the students who watched might discuss:

Was the scene realistic? Why? Why not? Would you have handled this situation the same way? If not, how would you have handled it?

The students who acted out the scene might be asked:

How did you feel playing this role? Did you like they way you handled the scene? Can you see any improvements you would make if you did it again?

These and other questions are in the book.

This type of role play situation is not intended to teach factual information. Rather, it allows students to discuss different ways of handling conflicts with persons in authority. Here the students are involved in *effective learning*. They are acquiring information about persons' feelings, attitudes, and behaviors and how to handle themselves in a positive way in a difficult situation.

In a later lesson in *Youth Attitudes and Police* students act out a scene involving two teenagers out after curfew who are stopped by two police officers.

After acting out this scene, students not only can discuss different behaviors exhibited, but also they can learn what laws govern police conduct in this situation. Using a role play strategy such as this, the students learn how the law applies and what are the "proper" ways for both parties to behave in such a situation.

Role playing helps develop in students the oral ability to talk out a problem and the self-confidence necessary to use the knowledge they have at the right time in the right place. The importance of this training in *communication skills* became clear when a student in one of the classes told how the police had stopped him on the street. Instead of getting mad and yelling he said he thought of the scene in class and remembered that the best thing to do was not to get the police officer angry, but instead, to be quiet and polite. He said this is what he did.

Case Study and Dilemma Discussion

The ability to reason through a dilemma and to back up an opinion with sound reasons is nurtured through practice. Law studies can increase reasoning by giving students opportunities to figure out how they would decide cases where two persons' rights are in conflict.

In *Lawmaking,* Lesson 10 entitled, "Rights in Conflict", presents brief Constitutional cases where persons' rights are in conflict. In this lesson the students can become involved in an elementary case study approach. The case study method is used by law students in law school to analyze cases. The students can sample this method by: first, pointing out the *facts* in the case; second, by explaining the *issue,* a brief statement of which rights are in conflict; and third, *deciding* how they would rule in the case and giving reasons to support their decision. This work can be done through small group discussion. A sample case from *Lawmaking* follows. . . .

Several years ago Willy Allen was convicted of armed robbery and murder and sentenced to death in the electric chair. They strapped Willy into the chair and pulled the switch. Willy Allen did not die. The electric chair failed to work.

Is it right to try again to execute Willy Allen? Why? Why not?

Whose rights are in conflict here?

The issues are difficult. The reading is relatively simple. The purpose is to engage students in active thought about actual legal problems. Although the Willy Allen case was decided by the Supreme Court at one time, the court's decision should not be presented as the "correct answer." Courts change their decisions. This activity develops a young person's decision-making skills. The students' understanding of how laws are interpreted by judges in deciding difficult cases will grow as the students take on the job of reasoning through difficult constitutional issues themselves.

Dr. Isidore Starr, who has been working in law-related education for the last twenty-five years, maintains that the difficulty in dealing with Supreme Court cases is that very often the dilemma is not between one good value and one bad value but between two good values. The case study method is therefore an excellent way to challenge the students' thinking; in Ron Gerlach and Lynne Lamprecht's book, *Teaching About the Law,* there is a very fine description of the case study method in detail.

In Lesson 8, in the *Courts and Trials* book, Matt faces another type of conflict. Should Matt pay his friend Frank $100 in payment for a car according to their contractual agreement? Or should he pay $100 to his family who needs the money? There is no "correct" answer to this problem. The purpose is not to memorize legal information, but it is to reason through the dilemma. Students should hear and respond to their classmates' thinking. They should practice voicing their own opinions and backing them up with reasons. An activity like this that includes human interest and problems surrounding contracts and civil laws can help students see that legal problems involving human dilemmas are often very difficult to solve. Also, students engage in *value analysis*. They get a clearer picture of what their own values are and how they compare with other person's values.

Silent Filmstrips

Each book in the *Law In Action Series* includes one silent filmstrip. Each filmstrip fulfills a specific function for that book. The *Courts and Trials* filmstrip, for example, attempts to stimulate interest in having the students put on their own mock trial. The *Lawmaking* filmstrip has a variety of activities including games, a value line, and several case studies to give an overview of the entire unit in an activity-oriented format. The *Juvenile Problems and Law* filmstrip encourages a law-related resource person, particularly a Juvenile Court counselor or police officer, to go through the filmstrip and to teach several lessons dealing with role play. The *Youth Attitudes and Police* filmstrip has a variety of activities including an opinion survey, a placement of pictures in various positions which demonstrates students' feeling about police activities, and cartoon drawings. In the *Young Concsumers* filmstrip, the viewer sees the various aspects of purchasing a radio. This has been used quite successfully by guest lawyers and law students.

One technique used in the filmstrip entitled, "The Wise and Unwise Buyers" in *Young Consumers* is to tell a story in pictures. The students describe each picture; then students can orally relate the story they have just viewed. After going through the filmstrip once, the class could go through it picture by picture asking questions like, "Why is the contract blank?", "What is a warranty?" A teacher can ask questions like, "Why do you think Rose looked carefully at every radio before making her decision?" A filmstrip story like this one utilizes the students' own experience in buying things. New information presented may mean more to students because they can see how it relates to things they already know about.

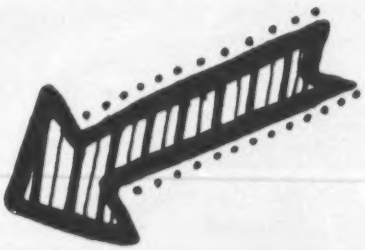
The benefit of the silent filmstrip technique is that the teacher can take students through it at their own pace and interest level. The silent filmstrip proved effective in different kinds of classes because of its open-ended nature. Students contributed their own perceptions and insights into each frame.

Cartoons, Pictures, Photographs, and Cartoon Stories

The *Law In Action Series* attempts to interest the students in studying about the law through pictures, cartoons, and cartoon stories. As one student said, "I love looking at the books, you can learn by the pictures." All students, at a variety of ability levels have responded to the visual orientation of the books. Teachers have found that the books have been extremely useful with students who have reading problems yet are quite sophisticated in life experiences.

Often students can understand difficult concepts easier through the use of pictures or cartoons. For example, the idea of urging a congressperson to represent one's opinions is illustrated in *Lawmaking*.

The books also use photographs of students actually participating in lesson activities. Here is a picture of students being a part of a value line from *Youth Attitudes and Police.*



DO YOU THINK WE NEED TO HAVE A POLICE FORCE?
WHY? WHY NOT?

NEED POLICE NICHOLAS (It's very important to have police. They keep order and protect people.)		NO POLICE NANCY (People can take care of their own things. Police just interfere. I am against having a police force.)

Take a stand on this line. If you strongly agree with NO POLICE NANCY, stand all the way at the right of this line. If you strongly agree with NEED POLICE NICHOLAS, stand all the way to the left of this line. If you are somewhere in the middle, stand at the spot on the line that best describes your opinion.

Explain why you are standing where you are.

With the cartoon stories, the students are generally anxious to figure out the story the pictures are telling. They further enjoy adding their own dialogue to give the story their own "personal touch!"

In the *Young Consumers* book students learn what a "sale" really means by supplying dialogue to a story told in pictures. The variety of problems to watch out for when buying on sale are transmitted effectively yet effortlessly.

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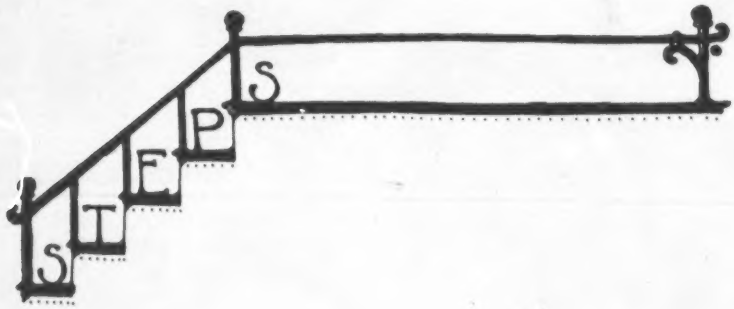
Mock Trials

Participating in a mock trial has been a high interest activity which can teach a wealth of information about law and how our courts work. A successful mock trial takes careful planning and follow up.

The *Courts and Trials* unit provides the students with a background of the court system, an understanding of the levels of the court (which is vital for their comprehension of the appeal process), and lessons on evidence, questioning techniques, and appropriate vocabulary. The silent filmstrip for the unit stimulates their interest in preparing for and executing a mock trial. The unit provides a very detailed step by step approach to putting on a mock civil and mock criminal trial.



Debriefing questions to follow each trial are also included.

The procedure for planning a civil mock trial is clearly outlined in the book from pages 65 to 92. Students are acquainted with the case, parts for each

different work groups with specific detailed explanation of their roles, and a step-by-step court procedure are all included. A similar format is provided for the criminal trial.

The group work sheets in the *Courts and Trials* unit give each participant a job to do to prepare for the trial. A problem has been to keep the jury members constructively occupied while the others prepare for the trial. Page 84 and 85 provide several ideas.

Often a lawyer or law student might be called in to assist the student "lawyers" in developing their questions. Younger students, especially, need assistance in what type of questions to ask to get out the facts of the case. A lawyer, law student, usually observes the trial and provides the important learning experience of

DEBRIEFING

From participating in a mock trial, students learn courtroom procedure, the role of each person in a trial, rules of evidence, and the importance of facts in proving a case. They also learn what it feels like to be a lawyer, or a witness on the stand, or a jury member having to make a decision. This information will have practical benefits for the students' future involvement in actual courtrooms.

Open-ended Discussions

Many times stories and anecdotes heard from students and legal personnel were incorporated into the *Law In Action Series* along with historical factual information. The technique of using stories or statements followed by discussion elicited an eager response from students in the pilot classes. The purpose of these "stories for discussion" is to introduce factual information and, at the same time, allow the students to inquire and discuss the information among themselves. For example, in *Juvenile Problems and Law*, Lesson 6 discusses the origin of the Juvenile Court. The lesson asks students to respond to how and why the court was first established by debating the question, Do you think juveniles who commit crimes today should be treated differently from adults who commit crimes? In this lesson students are asked to analyze the value of having a Juvenile Court. They are given the chance to form an opinion about an authentic question facing society today. Facts are transmitted, yet the lesson goes further by asking students to actively think about the everyday significance of those facts.

This type of strategy is used frequently throughout the series. An example in the *Young Consumers* books is a story about Amy Kinsey, a young girl who wonders whether to buy the latest fad, "happy boots." Students are brought into the story by the question, "What would you do if you were Amy? Why?" In hearing various opinions students learn what fads are and have a better idea of how they themselves would react when confronted with a decision to buy a fad item. In each instance the major instructional goal is to give students an understanding of law and how it relates to their own lives.

Use of Law-Related Resource Persons

The use of community resource persons is an essential part of legal instruction. First, students should be familiar with the operations of their local legal agencies. Because of differences in juvenile centers, laws, court structure, and availability of lawyers and police in various places, it is important that the students receive an accurate picture of the law from its representatives in their own community rather than from a book.

Second, one way to build respect for law is to show students persons who have jobs in the legal field. They can learn firsthand the concerns of those who work within the legal system. Students need not be convinced that the legal system is absolutely fair to gain respect for it, but they do need to see fair-minded individuals working hard to maintain and improve it.

Many lessons in the *Law In Action Series* suggest that a resource person be invited into the classroom. Some of these resource persons include: police officers, judges, lawyers, law students, juvenile counselors, legislators, candidates for public office, and various consumer personnel.

While developing the *Law In Action Series*, it became apparent that the law-related resource person needed to be an integral part of the overall lesson plans. Students and guest participants need to be actively involved with each other. Otherwise, one student would ask a long, involved question which other students found uninteresting. For example, questions asked of police officers by fifth through ninth grade students often entailed detailed narratives of situations involving police confrontations and resulted in putting the police officer on the defensive. Furthermore, many resource persons, although very conscientious and interested in the students, were unable to communicate effectively with students because of differences in vocabulary, level of life experience, and a tendency toward lecturing.

To overcome these problems, the *Law In Action* curriculum integrates the legal resource person into the law-related curriculum. For example, in the *Juvenile Problems and Law* text, the Juvenile Court worker, the juvenile officer, or the lawyer practicing in Juvenile Court, presents the silent filmstrip from the book to the class. The filmstrip provides a focus for student questions and, thus, affords a more meaningful discussion by the students and resource person.

Rather than depending on the resource person to provide the focus for class sessions, the *Law In Action Series* furnishes the resource person the direction for his or her appearance[1].

One example lesson which gives a guest participant a framework to work within is in Lesson 5 from *Lawmaking*. The day prior to the visit, the students are asked to write a law that would stop certain discriminatory hiring practices in their state. When the lawyer (or law student) arrives, he/she used the students' "laws" to further explain how a law is written. They can discuss the problems arising from vague words and the different elements in an enforceable law. Students enjoy having their own work the topic of discussion and the guest participant has a tangible base from which to communicate to the class.

[1] Unpublished article "From Classroom to Courtroom: Law-Related Resource Persons," Lee Arbetman, Linda Riekes, Susan Spiegel.

Another example of the use of a law-related resource person, in this case, a lawyer, law student, or someone from a consumer agency, is Lesson 16 of *Young Consumers*. Students make up their own cartoons about consumer problems and the guest participant reviews the cartoons in the classroom. This is the cartoon story from *Young Consumers*.

The teacher sends the resource person the cartoons beforehand which allows time for preparation. In *Law In Action* resource persons have been particularly enthusiastic about this lesson. Students often role play their cartoon stories. This technique keeps to a minimum long, drawn out stories, allows the non-verbal student to participate, and involves the entire class.

Each book has different techniques for bringing in the law-related resource person as an integral part of the curriculum. It should be noted that this approach to guest participants involves planning and the law-related resource person should be given a minimum of two-weeks notice.

Field Trips

The field trip experience is an important part of the *Law In Action Program* and each field trip is designed with a purpose which is central to the specific study unit. With students from fifth through eighth grade it has been necessary to make certain that the objectives of the experience are clearly established so that the students are able to have more than just a "fun time" on their trip. It is, of course, obvious that at the different grade levels there are varying attention spans and the teacher must take into consideration his or her particular students. Many sixth grade students, for example, would not be able to sit through a four hour committee meeting on trash collection by a local department of streets.

As one *Law In Action* teacher said, "It is difficult to structure and to plan law-related field trips because one cannot account for everything that happens." Unlike a trip to a botannical garden where one knows exactly what the class will see, a law-related field trip is open to many variables. An interesting court trial might be continued until the following day, a hearing on a traffic sign might have twenty persons all testifying on the same point, a city council meeting might table the particular bill that the students came to hear, or a city official might have an emergency meeting. Is is very important that the students be aware of the possibility that they will not see what they had planned on seeing and to be able to turn the unexpected event into a good learning experience. For example, interviewing persons on how they felt about a continuance, whether they felt that there is a problem in the legal system, how the continuance affects their job, what happens to the court docket, etc.

Some field trip ideas which have proven especially successful with the pilot classes have been: a trip to see criminal and/or civil trial with an interview with a judge; a trip to City Hall for a tour and to sit in the Council Chamber for a question-answer session; and a trip to the police academy for a tour and participation by students in one of the police trainee classes.

Community Involvement Projects

As stated earlier, perhaps the most far-reaching skill to develop within a law program is to see another's need and reach-out in a responsible way to fulfill that need. This is the underlying reason for involving students in community involvement projects as part of a law-related course. Community involvement project ideas are important suggested activities in each book of the series. Here is an example:

Contact the Police Community Relations Office of your local Police Department. Ask for a description of all the programs the police are working on in your community. For example, in some places there are programs where
—Police act as counselors or teachers in schools;
—Police walk a beat instead of driving patrol cars;
—Police check people's homes and apartments to make sure they are secure from burglars.

Once you have learned everything you can about the police-community programs, you might volunteer to help the police publicize or evaluate some of these programs. Survey people for whom the program is intended. Do they know about it? If they do, have they used this service? Do they like this program? Do they have an idea for a program that the police don't have but would be good for the community?

Community involvement projects generally take more time to plan than regular classroom lessons however, some may be facilitated by outside helpers like parents, school administrators, police, or law students. The teacher should understand the significance of these projects in the students' skill development. They should also be aware of when these community involvement projects appear in the series so that he/she will have adequately prepared for them.

Some projects require little extra effort on the teacher's part, others require more. The projects should be looked upon as "suggested activities." Some ideas may be more appealing to the class than others. In some cases, the project suggested in the units may prove to be a jumping-off point for a long-range project undertaken by the class.

In the pilot classes, it was the students' involvement in these types of projects which brought the greatest learning rewards. A class that said, "Nobody will listen to us, anyway" found they could initiate and maintain an after-school roller skating program that benefitted their school. A class that was concerned about trash collection in their neighborhood learned how complex it is to change the law regarding trash pickup. Most of all, students saw themselves as worthwhile persons, with useful knowledge to give to others.

From *Lawmaking*

The students thought about their predicament and decided that to build a roller rink would be very expensive and it wouldn't even be finished until they were in high school. The class did decide that it was reasonable to try to get enough money for bus transportation once a week to a roller rink across town. They went to work figuring out how to get this done.

TESTING

Each book of the *Law In Action Series* contains two review tests which are in the form of "newsbulletins." The authors sought an evaluation method that would not only test the students' grasp of factual information, but also stimulate interest and motivate students to respond as fully as possible. It was also felt that students would benefit from a method which allowed them to see that other persons were interested in what they were learning. Rather than just a teacher's way of "checking up," "Newsbulletin Reviews" can be used as a communications tool between the students and their community.

The "Newsbulletin Review" resembles sections of a daily newspaper. There is an editorial, a cartoon, stories with missing facts, and, sometimes, a crossword puzzle, and an advice column.

The "Newsbulletin Review" comes in the middle and at the end of each book. After the students complete these reviews, the teacher, (or a volunteer) compiles the students' responses into a newspaper format taking the best answers ar at least one answer from each student's work. All that is missing from the "newspaper" at this point is a "headline." The class can vote on an appropriate "headline" or name for their newspaper.

Of course, the format of the final product can be arranged in various ways to suit the needs of the class. Usually, the written answers are typed and the cartoons are inscribed on a simple ditto master. (Each student's individual "review test" can be corrected, graded, and returned in whatever manner the teacher chooses.)

Students View the Law

SCHOOL EDITION DATE

The final product might look like this excerpt from *Lawmaking* "newsbulletin"

EDITORIALS

DO YOU THINK ALL PEOPLE NEED LAWS?

Yes, because if there was no laws people could take whatever they want and no one could stop them.

Ellis

No, some people obey laws, but some don't.

Fred

Yes, in case anything happens to you, like you have an accident, you can go to the law.

Michael

We talked about how a bill becomes a law and what kind of laws we should have. That man is a law student.

BE A SMART BUYER HAMILTON SCHOOL SAYS

or this from *Young Consumers*

EDITORIALS

WHAT THINGS DO YOU THINK A SMART BUYER WOULD DO BEFORE BUYING ANYTHING?

He should read the contract carefully. He should ask the seller about what he is buying.

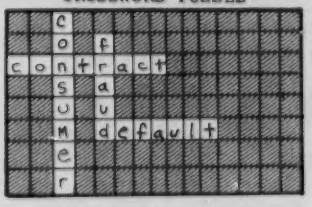
Ralph

He would shop around looking at different things and then ask the salesman what he wants.

Examine it. Have a representative explain it to you. Try it out. Sit down and talk over the contract and the guarantee and warranty. Get sales slip.

Darrell

CROSSWORD PUZZLE



By: Stanley

EDITORIALS (Contd.)

I think a smart buyer should always think before buying because he might not know what he is getting into.

A smart buyer would examine the article he is buying to see if it works properly. Then, he would see if there's any guarantee if anything goes wrong with it.

Ronald

A finished sample "newsbulletin" is included at the end of each Teacher's Edition.

The "Newsbulletin Review" method has proven extremely beneficial in the St. Louis district and other schools using the books. After seeing their own words and their own names in print, students are anxious to try again. Usually, their scores improve on future tests. From this technique the students receive tangible, immediate feedback on the information they have just learned and share their answers and opinions with their classmates.

Some teachers have used these "newspapers" as a basis for additional lessons. The "editorials" reflecting different opinions and values have served as stimuli for small group discussions. Making comparisons between "fact stories" and "editorials" has pointed out the difference between facts and opinions. Panel discussions using "experts" from the community have been arranged to discuss a "burning" editorial question.

Besides being personally rewarding to the student, the "newspaper" can relay an accurate picture of what the students are learning to parents, school administrators, and community agencies. In St. Louis, a series of student-made "newsbulletins" became a most convincing argument in favor of the worth of teaching law-related education. Parents responded that they were learning things from the "newsbulletins" they never knew before.

This technique has also been modified to meet the needs of advanced learners and slow learners. For the advanced students, more editorial-type questions were added. For slow learners, the teacher wrote the answers to the crossword puzzle on the chalkboard and the students selected the correct words from the list given. Also, essay questions were answered "yes" or "no" and a cartoon drawing describing the reason for the answer was given rather than a written explanation.

Law In Action and Other Subject Areas

Although the *Law In Action Series* has been employed primarily in social studies, the books have been used quite effectively in other subject areas. *Young Consumers,* for example, has been used by teachers in self-contained classrooms to not only teach consumer problems and consumer law but also to reinforce the importance of mathematics to being a wise consumer. Students see the importance of math to their daily lives. For example, Lesson 14 deals with a long term payment plan and students see the importance of multiplication and division. Page 42 emphasizes the importance of knowledge of addition for the consumer.

Another area in which the books have been used has been Language Arts. The mock trials reinforce the need for appropriate grammar and writing skills. Role play, simulations, silent filmstrips, and the discussion they provoke all emphasize verbal facility. Words-to Know and the glossary are helps in vocabulary building.

• • • • • • • • •

The following was written by Mary Curd, a former middle grade and reading teacher who is currently assistant coordinator of the St. Louis Law and Education Project.

For the last several years fifth through eighth grade teachers have been using the *Law In Action* books to assist them in teaching reading. A child reads what he or she wants to read and is interested in reading. Many teachers of reading have found that students will read comic books when they won't read anything else. The series has a variety of cartoons, pictures, and photographs and the format is very appealing to students. Students are able to learn reading skills as well as law-related information and critical thinking skills related to good citizenship through pictures, drawings, cartoons, and photographs.

The approach of the books is activity-oriented and the variety of different kinds of lessons from simulation to more traditional methods is vital to the teaching of reading since variety and motivation are a key element.

One of the most successful methods utilized by the series is the silent filmstrip. Since each of the books has a different kind of filmstrip which accompanies it, each filmstrip contains several helpful reading skills. For example, the *Young Consumers* and *Juvenile Problems and Law* filmstrips contain stories that can be used to develop perceptual skills by describing what the students see in each frame and then grouping the individuals frames into stories. Emphasis is placed on the skills of visual discrimination and classification. Each of these two filmstrips has written questions at the end of each section which helps to increase comprehension skills.

In the *Youth Attitudes and Police* filmstrip students take pictures which are not in any special order concerning an incident with police and put the pictures in the order they think the event happened. The purpose of the lesson is to have the students see that persons see incidents with police in different ways. From a reading teacher's vantage point these segments of the filmstrip (also in the book) teach sequencing skills.

The *Courts and Trials* book has a lesson on the asking of questions (Lesson 10). The kinds of skills relating to direct and indirect questioning help the student learn to read. The mock trials encourage student to read for comprehension and they see a real purpose for their reading.

The community involvement projects improve students' study skills. Through these projects students learn to use reference materials, to organize, and to summarize. The case studies emphasize reading for comprehension.

Besides teaching reading, of course the law-related books teach students the importance of law in their daily lives, how the legal system works and how to make the legal system work better to meet their needs. Students have commented, "This means something to me," "This stuff has something to do with my life."

TEACHER WORKSHOPS

Training teachers in the use of the *Law In Action Series* in the fifth through ninth grades has concentrated on having teachers learn legal information and teaching strategies by teacher participation in various activity-oriented lessons. Teachers have responded with interest to sessions where they learned the law and how to teach it by being active participants rather than passive listeners to someone else's explanations. Using this approach, the teachers experience various methods to learn about law firsthand, and can evaluate the effectiveness of these lesson-activities accordingly.

The primary objectives of the teacher training workshops have been:

1. To present factual information about law.
2. To present activity-oriented lesson ideas utilizing substantive legal information.
3. To engage teachers in mini-lessons using different teaching strategies.
4. To encourage teachers to feel confident, comfortable, and excited about teaching about law to their students.

To accomplish these objectives, various models have been used. These models are: one-day inservice programs; a series of two or three-hour workshops; graduate level college courses; and on-site classroom assistance.

The Law and Education Project of the St. Louis Public School System has successfully used the on-site classroom assistance model or the "coordinator model."[2] Using this approach, the coordinator, an experienced teacher of legal education, works directly with teachers in their classrooms. The coordinator visits teachers at least once a week and assists them by locating community resource speakers, team teaching, demonstrating lessons, bringing extra materials and by providing moral support. One coordinator can effectively assist as many as 25 to 30 teachers at the same time. This model is effective if the teachers are teaching a long-term or mini course in law-related education and if a qualified person can be salaried to act as the coordinator on a full-time basis.

A second approach has been through a series of four-hour workshops where one unit of *Law In Action* is presented at each session. This model has been used for graduate courses which extend one or two hours of college credit and for inservice sessions.

During the school year teachers could meet from 4:30 to 8:30 p.m. once a week. (Sack dinners are popular at these sessions.) A typical four-hour session using the unit, *Young Consumers* might look like this:

> Teachers are asked for input relating to topic. For example, teachers complete questions such as: What information about consumer law do you think your students are interested in or need to know about?
>
> Discussion follows as teachers share ideas. An activity like this starts teachers thinking about what information is important for their students to learn and it helps teachers prioritize various subject matter into some manageable topics for lessons.
>
> Class participates in various lesson activities from *Young Consumers*.
>
> For example:
>
> 1. Advertising, page 10
> 2. Bait n' Switch, page 20
> 3. Big Fat Sale Cartoon, page 27
> 4. Wise and Unwise Buyer Filmstrip, page 35
> 5. Shoplifting Dilemmas, page 77
> 6. Community Involvement Activity, page 72
>
> After the class has taken part in each lesson, discussion follows to clarify factual information and to evaluate lesson's effectiveness with students.
>
> A community resource person works with teachers. A lawyer specializing in consumer law might be appropriate for this session, reviewing new consumer laws and, perhaps, having teachers do their own consumer cartoons from Lesson 14 of *Young Consumers*. The speaker could visit during the middle of the session or at the end for about one hour. Resource speakers could observe one of the lessons in action and comment on it as a jumping-off point for discussion. Also, sessions could be held on location (i.e., at a Juvenile Court facility, law school courtroom, or consumer agency).
>
> An additional activity would be to have teachers complete a "Newsbulletin Review" (p. 34). The instructor then compiles the responses into one "newsbulletin" (see p. 90, Teacher's Edition, *Young Consumers*) and distributes this to the teachers as a follow-up.

[2] The advantages of the "coordinator model" are clearly outlined in an article in *Teaching Teachers About Law*, published by the American Bar Association's Special Committee on Youth Education.

A third approach is have a one day, six hour workshop where training in at least three of the units would be presented. The six-hour workshop might be organized as follows:

1. Establish need for law-related education at the fifth through ninth grade level.
   Might show film "To Reason Why," ABA Special Committee on Youth Education.
   Might use Lesson I, Teacher's Edition of *Lawmaking* which asks the class to respond to a brand new law, "Schools Will Be Open Seven Days A Week, Twelve Months A Year." Or, response could be drawn from viewing picture on page 2 of *Lawmaking*.

2. Provide teachers with an overall idea of the variety of teaching strategies contained in the *Law In Action Series*.
   Show filmstrip from *Lawmaking*. Have class participate in various activities from filmstrip.
   After each activity, discuss its effectiveness and usefulness. Also, clarify any legal questions elicited by the activity.

The woman in this picture says: "Laws do not have anything to do with me."

Find things in this picture that could prove her wrong.

3. After the lunch break, present various lesson activities from each unit for one hour. For example:
   First hour: class participates in selected lessons from *Juvenile Problems and Law* with discussion after each lesson.

A fourth approach is to present an awareness-building session in which the participants are given an overview of the *Law In Action Series*. This session can take from 1½ to 3 hours. First, the background and educational theories of the series can be explained. Then, the class can participate in one lesson from each unit. The *Law In Action Sampler*, published by West Publishing Company, which contains the Table of Contents and one lesson from each unit, will facilitate this type of session. Again discussion of the teachers' reactions to these lessons should follow every activity.

NEWSLETTERS

A very helpful way of fostering communication among teachers, principals, and law-related resource persons is through a project newsletter. We have learned a variety of helpful hints through the trial and error method. Our early newsletters were quite lengthy, filled with long paragraphs and articles by lawyers and law-related education teachers. The most often heard response indicated that there was not time to read the newsletter and the lesson plans were seldom tried. School persons, as you know too well, receive many pieces of mail in their school mail boxes. The newsletters got a much better response when they were quite different from other pieces of mail and caught teachers' attention.

It was also found that helpful lesson ideas were most needed. The ideas included new media (how to get that media), results of community involvement projects, and sharing of lessons by law-related teachers. Another popular feature was very short articles with information about new local, state, and federal laws, and changes of addresses or telephone number of law-related agencies.

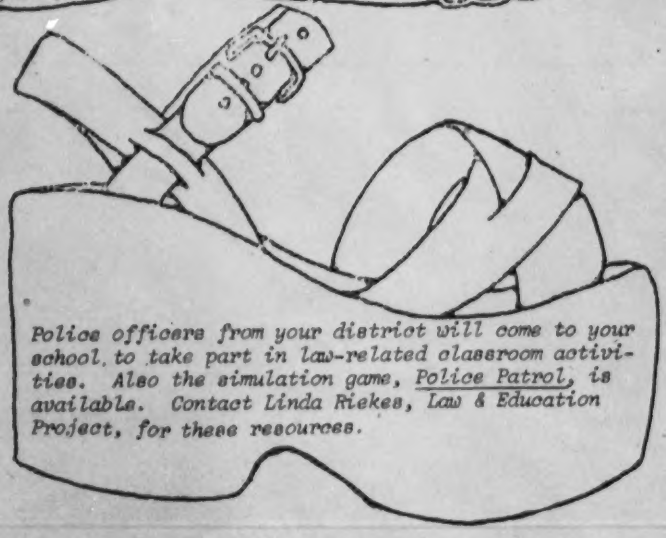
The most popular newsletter to date is called, "Step Into Law-Related Education." The idea for this newsletter came about when an educator who received the prior newsletter said that it was very difficult to find the time to read it. He said that the best ideas were the ones he could pick up and use right away. Items he could incorporate into the *Law In Action* unit that was being used.

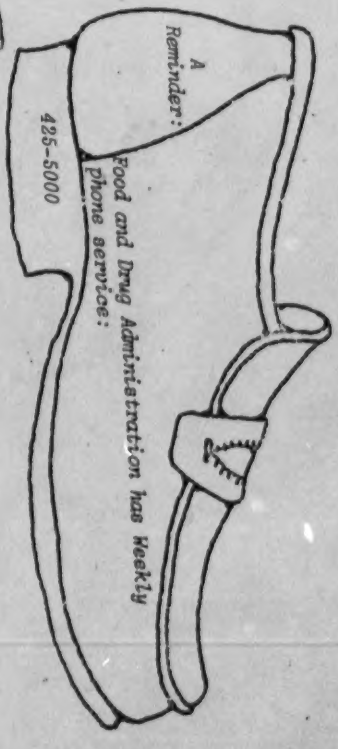
Following are some newsletter ideas.

STEP INTO LAW-RELATED EDUCATION

The Law and Education Project newsletter was designed to provide information and to share the many excellent lesson ideas of teachers which could be readily implemented in the classroom.

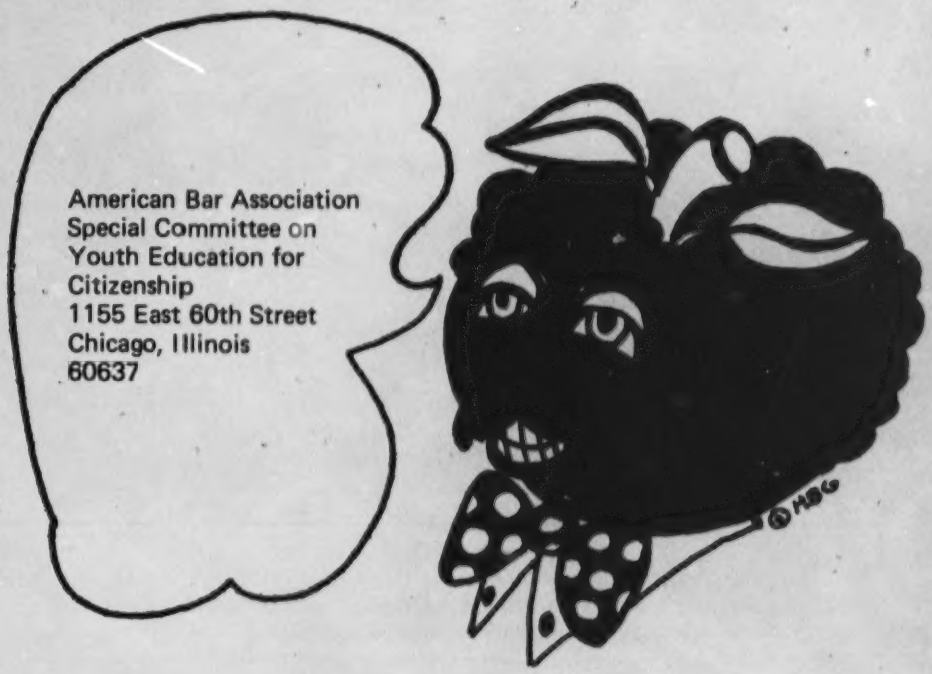
Ms. Janet Thompson from King High School has developed some excellent study sheets and quizzes to go along with Young Consumers
Please contact the Law and Education Project for copies.


Police officers from your district will come to your school to take part in law-related classroom activities. Also the simulation game, Police Patrol, is available. Contact Linda Riekes, Law & Education Project, for these resources.



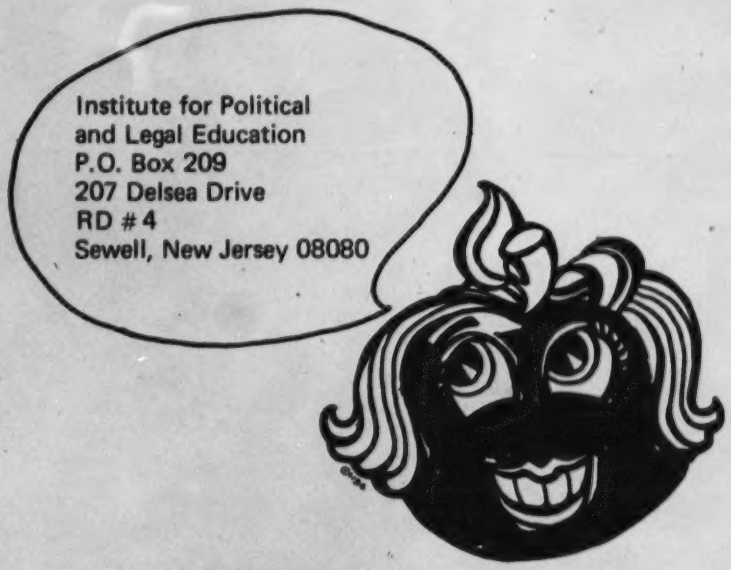
TEACHER RESOURCES

There are now over 500 law-related projects in the country and a number of helpful resources. One teacher calls these resources "apples for the teacher." Many of these resources are an integral part of the *Law In Action Program.*

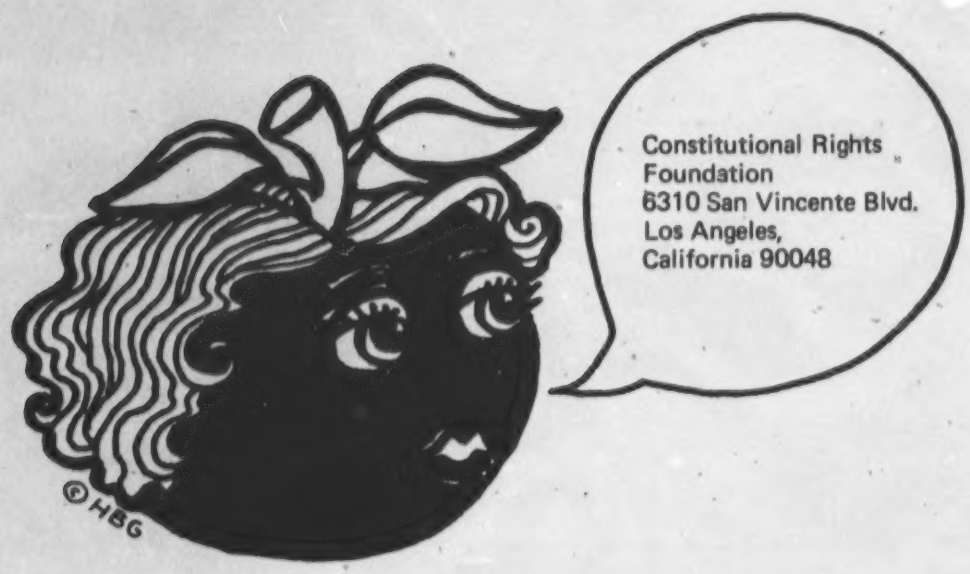


This committee has been the coordinator of the entire law-related education movement. Among the services it provides are:

- Bibliographies on law-related books, games, and audiovisual materials.
- A "Working Notes" series on important topics from funding to teacher training.
- Assistance for conferences, teacher training, and planning.
- Putting persons in touch with what they need to know about projects throughout the country.



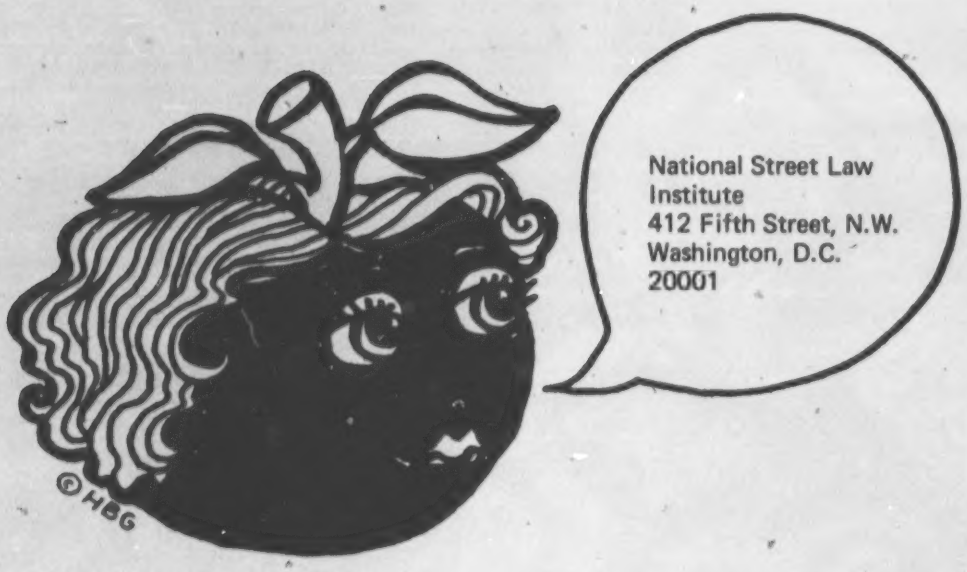
The *Law In Action Series* is the fifth through eighth grade component of this nationally validated law-related community-oriented program. Now active in 40 states, the program offers books, simulation games, and a variety of helpful information on everything from model congresses to teacher inservice programs.



The Constitutional Rights Foundation is a national organization with regional offices in Chicago and Philadelphia. They offer a variety of programs including a community-oriented program called, Youth and Administration of Justice. The *Law In Action Series* utilizes the "Bill of Rights" newsletter as an excellent, up-to-date resource. The simulation game, Police Patrol, is an effective role play activity to include in lessons from *Youth Attitudes and Police.*

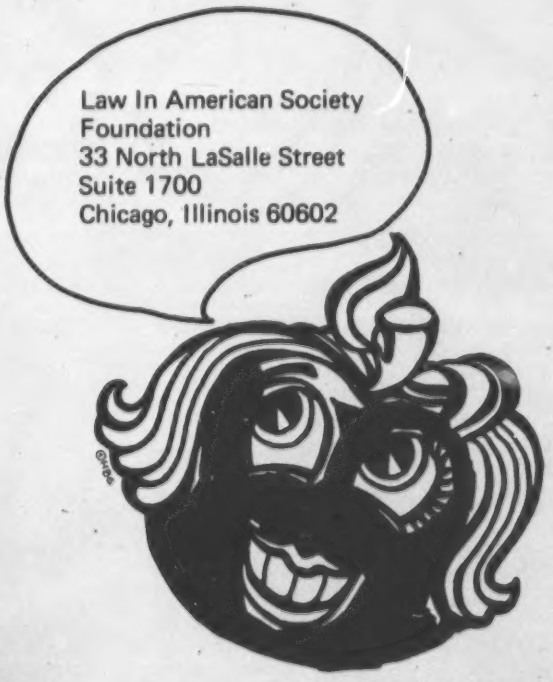
A project of the California Bar Association, the Law In A Free Society has a K-12 curriculum based on the concepts of Authority, Privacy, etc.

For example, the unit on Authority has been used with *Youth Attitudes and Police.* The sound filmstrips accompany the units.

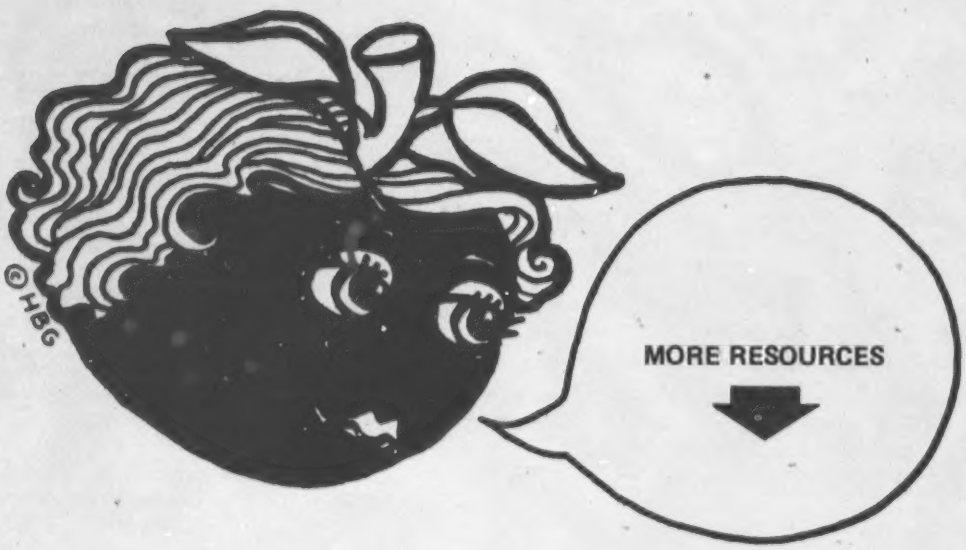


National Street Law Institute provides materials for high school students, teacher training, and materials and assistance for teachers, adult legal education, and law schools. The *Street Law* student's book and teacher's manual have been used by teachers of *Law In Action* as a resource.

The National Street Law Institute is an outgrowth of a five year old Georgetown University program in which law students teach law courses in District of Columbia public high schools, in juvenile and adult correctional institutions, and in a number of community based programs.



Law In American Society is a national foundation with projects in several places. It provides in-depth summer institutes for teachers plus a variety of curriculum and audiovisual materials. *Law in Action* teachers use *Great Cases of the Supreme Court* with the case study lessons from *Courts and Trials* and *Lawmaking*. The Foundations of Justice filmstrip, Sunvalley, is used with the *Courts and Trials* book. The *Justice in America* series provides helpful information for teachers and students. The foundation's periodicals are an excellent resource.



Ron Gerlach, Lynne Lamprecht
Teaching About The Law, Anderson Publishing Company

This book develops an excellent rational for law-related education. It also contains detailed explanations of different teaching techniques. Teachers of *Law In Action* have found the case study and mock trial chapters particularly helpful.

Dr. Isidore Starr's film series,
Our Living Bill of Rights, Encyclopedia Brittanica Educational Corporation.

Dr. Starr's interesting enlightening films are based on Supreme Court cases using actual persons involved in the cases. The *Gideon Case,* for example, is mentioned on page 100 of *Courts and Trials.*

THANK YOU

To acknowledge the persons who have assisted us in making the *Law In Action* manual work would be to acknowledge all the persons who have made the entire program work. The list is VERY long. As always, we must take the opportunity to thank Dr. Isidore Starr, our mentor, our inspiration, and a wonderful human being.

We would also like to thank Norm Gross and the excellent ABA Special Committee staff. This teacher's manual owes much to the Institute for Political and Legal Education's John Khanlian and, especially, Barry Lefkowitz. The need for a teacher's manual was initially pointed out (and ideas suggested) by Jerry Paradis and Don Vetter of the Maryland Law-Related Program.

Many educators and lawyers contributed to this endeavor but we would like to especially thank Mary Curd, Lewis Curd, Stan Miller, Jennifer Firestone, and Tim Tomlinson. Trudy Faust contributed in a very special way. In addition, we would like to express our appreciation to family members Richard Ackerly, Andrew Trivers, Mr. and Mrs. Max Riekes, Dr. and Mrs. George Mahe, and Gary Riekes who gave constant support and guidance.